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ABSTRACT

The progress of Iowa public elementary and secondary schools and community colleges made in 1992 toward the National Education Goals is described in this report. The first section describes selected initiatives designed to reach major goals of the state's strategic educational plan: increasing student achievement; transforming the education system; and building leadership and accountability. The second section describes Iowa's progress toward meeting each of the six National Education Goals. The third section presents elementary/secondary data on academic outcomes, enrollment trends, school finance, staff, and curriculum units. Basic information is provided on Iowa community colleges in the fourth section, which details their accomplishments, learner outcomes, enrollments, programs, and finance. A total of 19 figures and 64 tables are included. (LMI)

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The Annual Condition of Education Report

U.S. Department of Education

EA 024 463

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THE ANNUAL

CONDITION OF EDUCATION

REPORT

A Report on
Elementary, Secondary and
Community College Education
in Iowa

Iowa Department of Education
November 1992

Printed on Recycled Paper

STATE BOARD OF EDUCATION

State of Iowa
DEPARTMENT OF EDUCATION
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Des Moines, Iowa 50319

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A Message from the Governor

Three years ago, as Chairman of the National Governors' Association, I had the honor of working with President Bush and the nation's governors to conceive and initiate the historic National Education Summit in Charlottesville, Virginia.

At the Education Summit, the President and the governors agreed

"To establish a process for setting national education goals;

To seek greater flexibility and enhanced accountability in the use of Federal resources to meet the goals, through regulatory and legislative changes;

To undertake a major state-by-state effort to restructure our education system; and

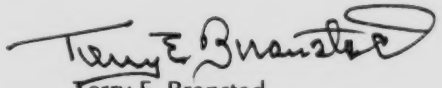
To report annually on progress in achieving our goals."

In February of 1990, the governors and the President reached agreement on the six national education goals, and the National Education Goals Panel was created shortly thereafter. Today, none can deny the impact that the national goals have had on the drive to reform education. In every state in the nation, governors, state legislators, business leaders, labor, and the education community have reshaped their agendas to achieve the goals.

The 1992 National Education Goals Panel progress report and the Iowa *Condition of Education* report show that we are making modest progress. More Iowa students are enrolling in advanced math and science courses and foreign language courses; math and science scores have risen modestly but steadily since 1985, and the reported use of alcohol and other drugs has declined since 1984.

However, the reports do not gloss over the need for greater progress here at home, in other states, and as a nation in comparison with the rest of the world. According to the most recent report from the National Assessment of Educational Progress, 20 percent of Iowa eighth grade students scored lower than the basic achievement level. Additionally, too few Iowa students are enrolled in advanced math and science courses, and there are still too many students who report using alcohol or drugs.

The Goals Panel and the State of Iowa will continue to annually report on progress toward the national education goals, and we are committed to the pursuit of strategies which will help Iowa and the nation achieve these ambitious goals. Acting together, teachers, administrators, parents, students, school board members, state policy makers, business, labor, and community leaders can get the job done. I ask all of you to join me in this endeavor.



Terry E. Branstad
Governor

To The Citizens of Iowa:

More than three years ago we introduced the concept of the "Ideal School District" to Iowans. This hypothetical district represented the school district of the year 2010, and we called for an "educational barnraising" to create this Ideal system throughout our state. From the vantage point of 1992, we are gratified to look back and see how much progress has been made since then.

The foundation for the Ideal system is in place. Iowans now agree that the education system must change if our children and young people are to be productive citizens of the 21st century. Parents, business, labor and industry representatives, civic, community and elected leaders — Iowans from all segments of society—are rolling up their sleeves and working with professional educators to create the needed changes.

Additional important components of the Ideal system are surely and steadily, brick-by-brick, being added to the foundation. Iowans are identifying the knowledge and skills they expect high school graduates to have mastered, and more accurate and varied methods to assess that learning are being developed.

Vocational-technical education is undergoing major changes so that our non-college-bound students, often underserved by our schools, will have a clear career path and a smoother transition from school to the world of work. A greater emphasis on competencies, closer coordination with community colleges, and a focus on the work skills of the future are all elements of this new framework.

New standards for our system of community colleges are being developed, along with a process for accrediting these institutions. The result will be greater effectiveness and quality and a clear direction for the community colleges into the next century.

Looking back, we can also see a significant increase in the number of young children benefiting from early childhood education programs. We see that technology has become an integral part of both teaching and learning. We see increasing numbers of collaborative efforts that are breaking down the artificial barriers of the past. We also see more educational choices for both students and parents.

The progress to date has not been easy, and formidable challenges remain. But, the Ideal system — the system we want and need for the future—is taking shape. Our task now is to keep building, to keep working together to ensure a 21st century educational system for Iowa learners.

Ron McGauvran, President
Iowa State Board of Education

William L. Lepley, Director
Iowa Department of Education

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INTRODUCTION

Like education nationwide, Iowa's elementary/ secondary and community college education system is changing rapidly to keep pace with the rapid changes occurring in families, the economy, society and the world. Public and professional demands for quality programs and services have stimulated examination of current practices and exploration of alternatives to improve education.

To encourage and guide such change, the State Board of Education has adopted a long-range strategic plan for education. Based on the recommendations and input of a 45-member strategic planning council and a wide range of Iowa citizens, the plan establishes long-range goals for elementary/secondary and community college education in Iowa.

This section of the report describes selected initiatives designed to reach major goals of the strategic plan: increasing student achievement, transforming the education system and building leadership and accountability. Some initiatives are being implemented at the elementary/secondary level, some at the community college level, and some at both levels.

INCREASING STUDENT ACHIEVEMENT

Elementary/ Secondary

Assessment

The Department of Education has initiated work in several areas to help local school districts identify and utilize effective assessment strategies based upon research. Several of these efforts involve pilot projects incorporating the implementation of effective strategies as well as professional development components.

As part of the Department's outcomes and assessment initiative, an assessment committee composed of teachers, curriculum specialists, and assessment specialists from across Iowa has been established. The committee, working in collaboration with educators who have been developing drafts of learner outcomes, has embarked on a process to develop a local school district guide to assessment planning. This document will provide an annotated list of assessment alternatives for consideration at the local level.

Iowa is also voluntarily participating in several national projects involving assessment strategies. The new standards project involves 17 pilot states, representing over 50 percent of the nation's students. The initiative will establish national benchmarks and a national assessment system which will provided valid and reliable assessment strategies to local school districts in the areas of authentic performance tasks, portfolios, exhibitions and projects. During 1991-92, the first year of the seven-year project, 20 Iowa teachers in 10 school districts piloted fourth grade mathematics and language arts performance tasks. Training was provided for these teachers in using alternative scoring techniques. In preparation for the 1992-93 school year, 12 teachers from four Iowa school districts participated in a national conference during which new assessment tasks were drafted for future piloting.

Preparations have been made in Iowa for piloting a new national assessment system called Work Keys, an integrated, comprehensive system designed to strengthen workplace skill competencies. The Work Keys system consists of four components: assessment, job profiling, curriculum, and reporting and recording. Assessment items are currently undergoing field reviews, with pilot sites being selected throughout the state. Iowa is one of the charter states for Work Keys, along with Michigan, Ohio, Tennessee and Wisconsin.

INITIATIVES FOR CHANGE

The National Assessment of Educational Progress (NAEP), a Congressionally authorized program, is the nation's only continuing, nationally representative indicator of education performance for students at grades four, eight, and 12, and for young adults. During the 1991-92 school year, 157 Iowa districts piloted NAEP assessments.

Renewed Service Delivery System

Since 1989-90, Iowa has provided nationally recognized leadership for special education reform known as the "Renewed Service Delivery System (RSDS)," a major initiative designed to increase the level of learning and achievement of all students to their maximum potential. RSDS supports site-based planning through the development of building plans designed to coordinate all available resources in general education, special education and the community. A problem-solving approach emphasizing the use of curriculum-based measures and other forms of functional assessment is used in designing interventions and measuring outcomes for students.

Seventy-six percent of Iowa school districts participated in RSDS during the 1991-92 school year, with 56 percent of school buildings involved in this change process. Nine research projects are underway for the 1992-93 school year that will continue to assess the scope and efficacy of the changes. A study conducted during the 1991-92 school year to assess the perceptions of professional educators indicated that 78 percent of those interviewed believe that, when fully implemented, RSDS will produce better outcomes for students in comparison with the traditional system.

Special Education and Chapter 1 Blending

Blending the resources of the federally funded Chapter I and special education programs to better meet students' educational needs is the focus of a Department of Education initiative begun in 1991. Chapter I is designed to meet the needs of educationally deprived students, while special education programs are designed to meet the needs of students with disabilities. The two have traditionally operated separately, with little interaction or collaboration between teachers or students in the two programs, primarily because of regulations governing how the funds may be used.

In June 1991, the Department of Education asked Iowa schools to submit proposals for pilot programs coordinating the instructional and support services of Chapter I and special education in order to meet the needs of students experiencing difficulty in school. Proposals from the Des Moines, English Valleys, Glenwood, Saydel and Starmont school districts were approved, and the districts' programs are operating on a pilot basis during the current school year.

Practices being explored in the pilot programs include team teaching by Chapter I and special education teachers; team teaching by regular education, Chapter I and special education teachers; Chapter I and special education teachers participating on problem-solving teams; providing instruction and services in the regular classroom rather than in "pullout" programs; and the use of paraprofessionals in the classroom to support instruction of Chapter I and special education students.

At the end of 1992-93 school year, the Department of Education will review the pilot programs. If deemed successful, they will be cited as examples of success blending practices and the procedures for developing these practices.

Early Childhood Education

Since 1989, Iowa has made a major commitment to prevention of school failure by funding grants for innovative educational programs for young children and families considered to be "at-risk." Grants are awarded to public school districts, non-profit agencies and Head Start programs.

During 1991-92, grants totaling almost $5 million funded 67 comprehensive child development

programs provided by Head Start, non-profit agencies and public school districts. More than 1,100 children, ages three through five, received educational, health, medical and dental services, and their parents received educational and support services. Evaluation of the programs showed that the children developed increased social skills, became more self-reliant, and developed characteristics necessary for success in elementary school. Nearly all parents surveyed reported improved parenting skills. Employment rates for the parents increased, as did the number of parents pursuing further education. All 67 programs have been funded for the 1992-93 school year. Since 1989, nearly 3,000 children and their families have been served by these programs.

Parenting and literacy skills are the focus of grant programs serving the parents of at-risk children, from birth through age three. For 1992-93, 12 such programs received grants of more than $700,000 through the Child Development Coordinating Council. The programs give parents the opportunity to increase their knowledge and skills in managing family resources, nutrition, health care, child growth and development and positive guidance techniques. Nearly 1,000 children and families are being served by these programs during the current school year.

Public school districts with a high proportion of at-risk students are eligible for grants for innovative programs for children in kindergarten through grade three. Grants totaling almost $3.5 million have been awarded to 25 programs in both urban and rural districts for the 1992-93 school year.

During the 1991-92 school year, these programs served approximately 5,400 children. The programs emphasize small class size, low pupil-teacher ratios and the development of the whole child. Services to parents are also included, and many schools have hired additional staff or used school counselors to coordinate this effort. All programs include guidance and counseling services and coordinate their services with other community agencies. Preliminary program evaluations show significant increases in the number of parents involved in support programs and referrals to other service agencies. Immunization rates for the children participating increased, while the number of children retained at grade level decreased. As a result of the grants, the districts were able to hire more than 250 additional staff members to provide services to students and parents.

Despite the impact of these grants, only half of the eligible Iowa children are being served by Head Start, according to current estimates. In addition, an estimated 15,000 at-risk children are not being served.

Programs for Students At-Risk

In order to meet the needs of students at-risk, Iowa provides programs and services for dropouts, dropout prevention programs, homeless programs and school-based youth services.

The Iowa Code provides for the development of programs and support services for dropouts and dropout prevention programs. Since 1985, programs have increased from 10 to 104. Fifty percent of Iowa's dropouts return and graduate via this initiative. Twenty-seven programs started under this process are now supported by local tax levies. In 1991, 8,781 students (931 dropouts and 7,850 potential dropouts) were served at an average excess cost of approximately $1,042 per student.

In 1991, dropout rates were reduced in districts with prevention programs by .76 percent. Forty-three percent of the students served improved their grade point average by a full grade point, 43 percent of the students with poor attendance improved their attendance rates, and 47 percent of the students identified as having truancy problems decreased their truancy. Approximately 45 percent of the alternative school graduates pursued postsecondary training.

INITIATIVES FOR CHANGE

Iowa's goal is to eliminate homelessness and the barriers it presents to education and success. Fifty-three percent of Iowa's homeless population (16,000) are children. In 1989, state administrative rules were developed to provide direction for schools in addressing the growing problem of homelessness. Schools are asked to address six primary barriers: residency and guardianship, coordination and identification, program continuity, transportation, student records and public awareness. During 1991, Iowa secured $189,000 in additional funds for staff development to assist administrators, model programs to demonstrate effective practices, K-12 curriculum, informational materials and research.

With funding from the Iowa legislature, four communities,Des Moines, Dubuque, Marshalltown, and South Tama, developed model programs that involve schools and community services in cooperative arrangements to better serve at-risk youth. Each community received a $191,000 state appropriation and developed a center either in or near a middle or high school to create a link between schools and community services. Outreach services were established with parents and other family members. In 1991, the programs served 4,225 youth. The communities involved in these programs are experiencing increased communication among school, service agencies and parents, increased student attendance and improved school performance.

Elementary/Secondary and Community College

Literacy

Adult illiteracy is a multi-faceted problem affecting not only individuals, but the welfare of the society as a whole. In Iowa, several state agencies conduct programs to address the problem.

The Department of Education coordinates the Iowa Literacy Program and the activities of the Iowa Literacy Council. The Iowa Literacy Program recruits and trains volunteer tutors. During fiscal year 1992, 1,281 tutors worked with 2,130 new adult readers, an increase in both numbers from the previous year. The Iowa Literacy Council supports the Iowa Literacy Congress, a biannual meeting for new adult readers, which develops leadership skills, encourages peer support and creates public awareness of literacy issues. The Council is also sponsoring a federal grant application for a state literacy resource center.

The Department of Education is coordinating Iowa's participation in the National Adult Literacy Survey, a major study currently being conducted of the literacy skills of adults across the continental United States. The study will yield detailed information about the levels and types of literacy skills Iowa adults possess and will be the basis for future programming decisions. The results are expected to be available in 1993 or 1994.

The Department of Education is cooperating with the Department of Corrections to meet the educational needs of inmates in Iowa's eight correctional institutions. During the year ending June 30, 1991, 150 inmates participated in literacy instruction and 1,440 in GED instruction as a result. The Department of Employment Services is currently converting its offices to "workforce centers" in order to help clients develop the skills, including literacy, necessary for success on the job. Job Training Partnership Act (JTPA) and TARGET Alliance programs throughout the state also help Iowans improve literacy and other educational skills in order to increase their employability and strengthen the state's workforce.

Community College

Excellence 2000

The Higher Education Act of 1990 created the Excellence 2000 Program and established a formula and account through which Quality Instructional (QUIC) Centers and Program and

Administrative Sharing Agreements would be funded.

The QUIC Center initiative is designed to promote the development of community college vocational, technical and occupational programs that are unique, of high quality, may be particularly expensive to operate, or are highly specialized. The intent of the legislation was to increase quality and accessibility in programs to be selected through a competitive process by providing special funding.

Program and Administrative Sharing Agreements are designed to encourage arrangements whereby instructional programs or administrative positions or functions are shared between two community colleges or a community college and a regent institution. The purpose of this legislation is to increase efficiency and student access and to reduce unnecessary duplication of services. Even though funding has not yet become available because of state budget constraints, a number of program sharing agreements between community colleges have been developed and more are in the planning stages.

Administrative rules for both initiatives have been approved, and guidelines have been developed for proposal submission and review. Proposals will be solicited from community colleges as soon as funding is available.

Developmental Education

Developmental students are those who are underprepared to succeed in postsecondary arts and sciences and vocational education programs. Community college students may be underprepared for many reasons. Frequently, students with developmental needs are members of populations traditionally excluded from the mainstream of higher education or their skills have eroded for a variety of reasons.

Students who need developmental education services are often the very people for whom community colleges were created to provide equal access to higher education and the chance for a better life through meeting personal and occupational goals. Because of their low cost and convenient locations, community colleges have provided increased economic, geographic and physical access to students with developmental needs. Emphasis is also placed on academic assessment by assisting students to develop the skills and attitudes necessary to succeed at the postsecondary level.

While Iowa's community colleges have provided developmental education for many years, services and programs have not been adequately funded. In 1990 the legislature expressed its intent to establish a mechanism for funding developmental education. In support of that intent, the Department of Education has conducted a survey of services, collected enrollment data, and compiled this information into a report which has been submitted to the General Assembly. In addition, specific standards for developmental education will be included in the new accreditation standards for community colleges.

Assessment of Student Learning

Iowa's community colleges are actively engaged in developing and implementing plans to assess and document learning outcomes. Each college has developed a model for evaluating its instructional programs, and many have developed comprehensive processes for evaluating and improving institutional effectiveness. In addition, each institution is responding to the new requirement of the North Central Association of Colleges and Schools to assess student achievement.

As those plans are developed and implemented they will be coordinated at the local level with new state accreditation and program evaluation requirements. In addition, Iowa is developing an accreditation process and standards that are compatible with local efforts in order to minimize duplication.

TRANSFORMING THE EDUCATION SYSTEM

Elementary/Secondary

Choice

Iowa families have educational choices through the options provided by open enrollment, home schooling and the Post Secondary Enrollment Options Act.

Open enrollment allows parents to choose which school district their children attend. The first year of open enrollment in Iowa was 1989-90, and less than one-tenth of one percent (458 students) of the certified enrollment participated, due in part to eligibility restrictions. Participation in 1990-91 was 1,484 and in 1991-92 reached 5,332. Preliminary figures for 1992-93 indicate that at least 7,500 students will attend a district other than their district of residence under this option.

A 1991 study examined the family characteristics, reasons for transfer and user satisfaction of Iowa's open enrollment participants for the 1990-91 school year. Results of the study indicated that the typical participating family had two white parents/guardians, one or two children, and an above-average education and income level. The main reasons for transfer were quality of education, family convenience and proximity. Over 95 percent of those who responded were either very satisfied or somewhat satisfied with the transfer process, and over 93.6 percent indicated the transfer had accomplished its purpose.

Iowa's new compulsory attendance law, now in its second year, allows parents or guardians to teach their own children at home. It also allows them to take advantage of academic, testing or extracurricular programs at their school though "dual enrollment."

Another opportunity for home schooling families and school districts to work together is through the student's enrollment in a home school assistance program. Schools choosing to offer this assistance provide a teacher who works with the family, answers questions, offers guidance and suggestions and makes school resources available to the family.

1992-93 is the first year that home schooled students who do not have a licensed teacher involved with their educational program will take standardized tests or submit a portfolio of their work to a certified professional for purposes of assessing educational progress. Through the cooperation of the regional area education agencies, training for teachers who wish to be portfolio assessors will be offered throughout the state.

The Post Secondary Enrollment Options Act allows Iowa students to earn college credits while still in high school. Its purpose is to promote vigorous academic or vocational-technical pursuits and to provide a wider variety of options to high school pupils by allowing them to enroll part-time in non-secretarian courses in eligible postsecondary institutions. During the 1979-80 school year, 731 students participated under this act. During the 1990-91 school year 999 students participated.

The 1991 General Assembly modified the eligibility requirement to include identified gifted and talented ninth and tenth grade students.

School District Restructuring

School district reorganizations and whole-grade sharing agreements are locally initiated activities. The Department of Education monitors and helps govern the procedures, assists with the legal and technical process, and provides requested guidance to school officials and citizens.

The Department of Education provides several types of reorganization studies requested by the

local boards or citizens. The studies develop specific conclusions and address the long-range viability of districts, the need for whole-grade sharing or reorganization and recommendations about which neighboring districts would form the best alliances.

In 1984-85, the last year of a long period of school structure stability, there were 438 school districts, with 437 of them operating their own high schools. In 1992-93 there are 418 school districts, and only 362 operate high schools. Whole-grade sharing began in 1980-81, with only two districts involved for the first five years. For the 1992-93 school year, 121 such arrangements are in place.

Since 1980, the Department of Education has conducted reorganization studies for 240 districts. Many districts have asked for multiple study visits.

Phase III of the Educational Excellence Program.

Teachers are becoming more effective in the classroom and are assuming new leadership roles as a result of Phase III of Iowa's four-year-old Educational Excellence Program. The program is designed to promote quality and effectiveness in teachers through supplemental and performance-based pay and comprehensive school transformation. Teachers can earn extra money for additional work or for superior performance. In 1990-91, the average teacher salary increase in Phase III was approximately $1,075. Total Phase III expenditures in 1990-91 were $43.5 million.

According to a Department of Education report, the majority of districts and AEAs have seen teachers' roles expand as a result of Phase III. New roles include mentoring new teachers, coaching peers, training colleagues and collaborating with other teachers and administrators. Districts and AEAs reported that Phase III has helped to develop teachers as instructional leaders and that student performance has also improved.

A 1990 amendment to the Phase III legislation is encouraging the accomplishment of building- and district-level goals. The legislation states that the intent of Phase III is "that real and fundamental change in the educational system must emerge from the school site, and that plans funded in this program must be an integral part of a comprehensive school district or area education agency effort" to meet goals or needs.

Phase I of the Educational Excellence Program is designed to recruit quality teachers by raising the starting salary for full-time teachers to $18,000. Phase II was established to retain quality teachers by increasing the salaries of experienced teachers. About $41.2 million was devoted to Phases I and II in fiscal year 1992.

Elementary/Secondary and Community College

Iowa Communications Network

In October 1991, construction began on a statewide fiber optic network to meet the educational and administrative needs of the state of Iowa. When it is finished, the Iowa Communications Network (ICN) , the first such network in the nation, will initially link the state's educational institutions at 105 locations. The network will offer educational opportunities to students of all ages.

Planning for the network began in 1986. Members of the Iowa Legislative Council, aware that an increasing number of educational institutions in Iowa were using interactive telecommunications technologies to achieve distance-education goals on a local and regional basis, decided to coordinate these technologies to achieve a statewide network. A consultant was hired to

propose a plan, and the Iowa Communications Network was adopted in August 1987.

The first part of the three-part network provides a major backbone connection to each of the state's 15 community colleges and to the three state universities. These locations will be linked with Iowa Public Television, the educational network control center, by fiber optic technology providing two-way, full-motion video on as many as 48 simultaneous video channels. The second part of the network connects each of the community colleges (the regional switching centers) to one site in each county of the geographic area which they serve. Two-way, full-motion video will be provided with capacity for as many as 12 simultaneous video channels. These county sites will have dedicated telecommunication classrooms available for use by any of the state's educational institutions. The contract for construction of the first of two parts was issued on April 15, 1991. Approximately 1,800 of the 2,600 miles are currently in the ground. Construction of the fiber project will be completed in 1993.

A third component of the network will connect each of the county sites to local schools and other educational institutions needing access to the system.

A coalition of educational agencies and organizations applied for and recently received a $4 million Star Schools grant from the federal government to use the statewide telecommunications network for distance learning opportunities in mathematics and science, initially, and in foreign languages and vocational education.

Community College

Staff Development

A state staff development program was established to promote excellence in teaching and to enhance the quality, effectiveness and performance of Iowa's community college staff. The goals of a high quality staff development program should relate to the overall mission of the college to improve instruction and program offerings and to meet future needs. In addition, college employees, particularly faculty, should be involved in planning for staff development activities.

This program was established to provide funding to community colleges specifically for staff development. Because of state budget constraints, appropriation of funding has been delayed until fiscal year 1994. In anticipation of funding in the near future, the Department of Education has established a staff development committee, with faculty representation from each community college, to develop state goals for staff development, including state-wide or regional activities,

BUILDING LEADERSHIP AND ACCOUNTABILITY

Elementary/Secondary

Accreditation

The Department of Education accredits public school districts and nonpublic schools through a process designed to safeguard the educational welfare of students and encourage school improvement well beyond minimum standards. The state sets minimum accreditation standards which must be met by public school districts; nonpublic schools that meet the standards may also be accredited. The current standards went into effect in July 1989.

The accreditation process consists of two phases. The first includes routine visits and reviews to check compliance with standards and identify improvements that can be made to move beyond the minimum. If deficiencies warrant, a second visit, which includes an intensive review of the

district or nonpublic school, may result. If deficiencies are found as a result of this visit, the Department of Education and the district or nonpublic school agree on a reasonable time line for correcting the problems. If that time line is not met, the loss of accreditation is recommended. Such action was taken against one district in 1990.

During the 1991-92 school year, 289 districts and nonpublic schools received routine accreditation visits. Eight nonpublic schools requested that the State Board of Education remove their accreditation and one nonpublic school closed.

The Department recently amended the accreditation on-site visit process and will be piloting, evaluating and revising it as needed during the 1992-93 school year. The major focus of the process is being shifted from compliance with the minimum standards to exceeding the minimum standards through school transformation efforts. Identifying support services to assist with that effort is another important focus.

Accountability

Increasing accountability in the educational system is a priority of the State Board of Education. Accredited public school districts and nonpublic schools are required to identify needs, plan, set student achievement and other goals, assess their progress in meeting the goals and be accountable by reporting results to their communities and to the Department of Education. The documentation of compliance and the identified local needs and goals are used in state-level planning.

As reported by districts during the 1990-91 school year, progress in complying with these requirements varies. Almost all districts and nonpublic schools (93 percent) reported that district or school goals had been established. Compliance with the steps in the process was also high, with the exception of reporting progress to their respective communities. Compliance with this standard was 40 percent. Reported progress in establishing and assessing student goals was generally lower than progress in establishing and reporting district goals. The highest level of compliance, 60 percent, was for developing a clear plan to assess student goals. The lowest, 35 percent, was for reporting the goals and progress in achieving them to the community.

The comprehensive planning requirement is intended to result in school improvement by coordinating planning and goal setting with curriculum development, staff development and other development and implementation processes. Through this process, schools and communities can integrate local needs, existing practices, mandates and their human and financial resources into an effective school organization.

Elementary/Secondary and Community College

Vocational Education

Ensuring that all high school students learn basic vocational competencies and strengthening the link between vocational education and the world of work are two goals of Iowa's new vocational education standards, created by Senate File 449. The standards became effective July 1, 1992.

The Department of Education began in 1990 to prepare for implementation of the new competency-based standards. With input from incumbent workers and teachers, the Department identified student competencies in each of the six vocational areas: agriculture, business or office skills, health occupations, consumer and family science, industrial education and marketing education. This process was finalized in 1991-92. In addition, during 1991-92 the Department developed and field tested program management guides for teachers in all six vocational areas and developed implementation material for administrators.

INITIATIVES FOR CHANGE

During 1991-92, regional planning boards to help schools coordinate their vocational education efforts were established in all 15 merged areas of the state. To ensure a smooth transition from secondary to postsecondary training, high schools are required to enter into an articulation agreement with at least one postsecondary institution. These agreements are being developed during the 1992-93 school year.

To maximize resources and opportunities for students, most Iowa school districts have developed consortia to provide vacation education programs. Six consortia of school districts and community colleges were formed during 1991-92 ,as well as 43 consortia of two or more school districts or school districts and area education agencies.

Federal legislation established a technical preparation initiative, called "tech-prep." Its purpose is to provide planning and demonstration grants to consortia of school districts and postsecondary institutions for the development and operation of four-year programs leading to a two-year associate degree or a two-year certificate. These programs are designed to link secondary schools and post-secondary educational institutions in a comprehensive, systematic manner.

Six three-year tech-prep education grants were funded during the 1991-92 school year. The funding provides for the planning, demonstration and dissemination of model programs. One grant was awarded in each of the following areas: industrial technical applications, health planning, business, food service, apprenticeship, and business and office education. Additionally, planning was initiated to develop a statewide tech-prep model framework that may be implemented across the state.

A task force was established in 1991 to develop a new vision for vocational-technical education in Iowa. The ten-member task force was composed of representatives of secondary schools, community colleges, the State Council on Vocational Education and educators.

Recognizing the changes in the workplace needs of the state and nation and the federal and state legislative directions, the task force envisioned a new paradigm for education. It defined the roles and relationships between secondary and postsecondary institutions and recommended strategies for enhancing the delivery of vocational education programs and services to both secondary and postsecondary students. The final recommendations of this report were adopted by the State Board of Education in 1992.

In 1991, the Department of Education received a competitive planning grant from the Council of Chief State School Officers to begin developing the youth apprenticeship concept in the state. Concurrently, the Iowa General Assembly developed Work Start legislation which became law in 1992. The intent of the legislation and of youth apprenticeship is to encourage education, labor and business to build vocational education programs that provide both school-based and work-based education, with significant instruction at the work site.

As a result of both of these initiatives, Iowa was one of six states to receive a federal grant of $200,00 to develop a youth apprenticeship system. The Departments of Education, Economic Development and Employment Services and the Governor's Office are developing the system. Business, education and labor will also participate.

Strategic Planning

In January of 1991, the State Board of Education approved a strategic planning process to develop a long-range plan for elementary/secondary and community college education that could be updated and revised each year in response to changing needs. The process consisted of information gathering, collaborative decision mak-

ing, approval and implementation and evaluation and reporting.

The information gathering step included the review of recommendations from several recent state reports including the *Condition of Education Report,* the report of the Commission on Enhancing Educational Leadership in Iowa, the report of the Iowa Business and Education Roundtable as well as information provided by other organizations and constituents. The critical issues that are the "target" of the plan grew out of the analysis of this information. These critical issues were discussed and further shaped by participants at 15 regional meetings held in 1991.

The Strategic Planning Council was appointed by the director of the Department of Education and began meeting in May 1991 to develop recommendations. The 45-member Council was composed largely of practitioners representing a variety of roles in Iowa education.

The Council held 15 regional meetings to gain reactions to the original recommendations. They reviewed more than 1,500 written group comments.

The Council submitted its final recommendations to the director of the Department in 1991. The director amended some recommendations and added others before submitting them to the State Board. Additional changes were made after the State Board's initial discussion at its November meeting. The plan was adopted by the Board in December 1991.

Immediately following State Board approval, development began on action plans needed to develop each of the major objectives of the plan. A progress report was provided to the State Board in October of 1992, and a formal revision and update of the plan should take place in September of 1993. Results of some critical objectives will be reported in the *Condition of Education Report.*

One of the objectives of the current strategic plan is to provide leadership and coordination for the system that supports elementary and secondary education. The need for dramatic change in our educational structure requires that existing resources be marshalled in a way that avoids the fragmentation, duplication and unequal access that are part of today's structure. The Department of Education has provided three "convocations" of major participants in this support system which includes the area education agencies, community colleges, education preparation programs, the FINE Foundation, the State Board of Education and the Board of Educational Examiners. Specific change strategies dealing with educator preparation programs, statewide learner goals, the framework of AEA services, and several other collaborative efforts have been the topic of discussion, reaction and improved coordination.

Community College

Accreditation Standards

State legislation enacted in 1990 required the Department of Education to develop new standards that will require and encourage community colleges to improve their effectiveness, thereby creating greater accountability and quality. These standards are to be adopted by the State Board of Education by July 1993. In addition, the Department is required to develop a process for accrediting community colleges based on these new standards.

In October 1992 a preliminary set of standards was finalized. These standards are the result of an interactive process, developed by the Department, in which community college professionals were heavily involved through a task force of community college chief academic officers and other staff assigned to standards writing teams.

The final set of standards, to be presented to the State Board in May 1993, will have had input from college administrators, trustees, faculty and other staff, students and community members,

including review by the Community College Accreditation Advisory Committee, whose membership represents a broad cross-section of stakeholders.

While the Department has provided the leadership for this initiative, the progress made during this year would not have been possible without significant commitment of key staff and resources from the community colleges. The development of new accreditation standards has been a collaborative effort that is expected to result in consensus on a set of standards that will establish direction for Iowa's community colleges into the next century.

Accreditation Process

Currently, community colleges are subject to joint approval by the State Board of Education and the State Board of Regents, based on an annual evaluation visit. A new state accreditation process, scheduled to be implemented during fiscal year 1995, will involve an accreditation evaluation of each college every five years, and approval will be by the State Board of Education. Under this new system, state accreditation of community college programs and functions will be based on compliance with the new accreditation standards, as documented in a report to be developed by the college and a visit to the college by an evaluation team.

Program Evaluation

In addition to a process for the development of standards, the Department of Education and the community colleges decided to develop a model for evaluating instructional programs that will become a part of the accreditation process. Following an extensive review of literature on program review, the Department has developed an results-oriented model in which four outcomes for instructional programs have been identified: enrollment, retention and completion; educational achievement; post-program performance; and placement. For each outcome, evaluative criteria and assessment options for each criterion have been developed.

Implementation of the model in 1995 will involve collection of data on annual and five-year cycles, annual monitoring and a desk audit that will be conducted on each instructional program every five years, to coincide with the accreditation

National Educational Goals

In recognition of the important role of education in maintaining the economic strength, security and international competitiveness of the United States, the president and the nation's governors agreed to establish and monitor progress toward national education goals at the Education Summit in 1989. In 1990, the National Governors Association adopted six goals presented by the president in his 1990 State of the Union message, and created the National Education Goals Panel to evaluate and report on progress toward meeting the goals.

The panel issued its first national report, *Building a Nation of Learners*, in 1991. The report summarized the best information then available at the national level. *Iowa's Progress toward the National Education Goals*, this state's first report, was also issued in 1991. It was a compilation of the best available data designed to describe the status of Iowa education relative to the goals and included brief descriptions of programs and initiatives likely to affect that status.

This year's progress report has been incorporated into the *Condition of Education Report* in order to provide Iowans with a broader, more coordinated range of information on the educational enterprise in our state.

National Education Goals

Goal 1: By the Year 2,000, all children in America will start school ready to learn.

The National Education Goals Panel considers this to be the nation's most essential educational goal. The panel states, "A good beginning for every child is the key to all other goals, and if a solid foundation can be laid in the first years of life, prospects for school success will be dramatically enhanced."

Although there is not yet an adequate measure of school readiness, physical well-being, emotional maturity, social confidence, language richness and general knowledge are considered essential. The following information describes factors believed to influence these characteristics.

Indicators

Family Income Status

According to 1989 tax returns, 11.2 percent of the Iowa population (based on 1990 Census figures), reported incomes below the poverty level (Source: Iowa Department of Education). Although this figure was fairly consistent with the figures from the two preceding years, it followed a six-year decline and represents a slight increase from two years ago (Table 1).

Prekindergarten Enrollment

In 1991-92 prekindergarten enrollments went up 8.02 percent from the previous year and up 209.8 percent from 1985-86. In 1991-92 enrollment reached 3,017, up from 2,793 in 1990-91 and 974 in 1985-86. All but one enrollment category has experienced large increases since 1985-86, with the largest increases in districts with total enrollments of 400-599 (Table 1.2).

Chapter 1 Preschool Programs

The majority of Iowa school districts choose to spend their Chapter 1 dollars in the areas of reading and mathematics. However, during the 1991-92 school year, 18 districts also allocated a portion of their Chapter 1 budget to a preschool program. These programs served 468 students and must adhere to federal guidelines.

Prenatal Health

According to *States in Profile, the State Policy Reference Book*, 1991 the percentage of mothers who received late or no prenatal care during their pregnancies was 2.5 in Iowa, which compares to 6.1 percent across the nation. Low birthweight is defined as 2,500 grams or less (approximately 5 pounds 8 ounces). The percent of babies born in Iowa in 1990 that had low

Table 1

Percent of Iowans at or below the Poverty Level

1980 %	1981 %	1982 %	1983 %	1984 %	1985 %	1986 %	1987 %	1988 %	1989 %	1990 %
14.7	14.5	15.0	14.9	14.6	14.2	12.7	10.7	11.0	11.2	11.2

Source: Iowa Department of Revenue
Poverty guidelines change annually and vary according to family size. For an average family of four, the guidelines specify the poverty line at $13,950 (1990).

birthweights was 5.4. Table 2 represents the distribution of the birthweights of babies born in 1990. Table 3 represents the percentage of live births that were low birthweight within each age category of the mother. The greatest percentage occurred among mothers under age 16 although moderate percentages were also evident for mothers between 18 and 19 years of age and 45 and over.

Table 2

BIRTHWEIGHT OF BABIES BY SEX (1990 DATA)

Grams	999 or Less	1,000 to 1,499	1,500 to 1,999	2,000 to 2,499	2,500 to 2,999	3,000 to 3,499	3,500 to 3,999	4,000 to 4,499	4,500 and Over	Wt. Not Avail.
M	.50	.42	1.00	3.35	11.27	32.01	34.59	13.52	3.29	.06
F	.35	.45	1.03	3.90	15.39	38.00	30.77	8.62	1.46	.02
T	.42	.49	1.08	3.42	13.68	35.13	32.29	11.26	2.22	.02

Source: Iowa Department of Health

Table 3

LOW BIRTHWEIGHT BIRTHS BY AGE OF MOTHER (1990 DATA)

Age	Percent	Age	Percent
Under 16	8.2	30-34	4.6
16-17	6.7	35-39	6.1
18-19	8.1	40-44	6.4
20-24	5.9	45+	18.2
25-29	4.7	Not Stated	--

Source: Iowa Department of Health

Table 4

PERCENT OF LIVE BIRTHS BY EDUCATION OF MOTHER

Education	1985%	1986%	1987%	1988%	1989%	1990%
Elementary (grades 1-8)	1.79	1.73	1.74	1.77	1.84	1.89
Secondary (grades 9-11)	10.64	10.57	10.55	10.16	10.70	10.87
Secondary (grade 12)	45.10	44.87	43.35	41.58	87.13*	40.35
College/Postsecondary	42.12	42.56	44.00	46.00	NA	46.59
Education Level Not Stated	.34	.26	.35	.46	.32	.31

Source: Iowa Department of Health
*this year the data was designated only as 12th grade and above.

NATIONAL EDUCATION GOALS

As reported in *States in Profile, The State Policy Reference Book,* 1991 the infant mortality rate, measured by the number of deaths per 1,000 live births, was also lower for Iowa (8.7 percent) than the nation (10.0 percent). Iowa ranked 36th among the 50 states. Table 4 shows trends in the percentage of live births by the education level of the mother. The distributions remained relatively constant between 1985 and 1990. Over 50 percent of the mothers completed at least 12 years of formal education. Approximately 93 percent of the fathers of babies born in 1990 were ages 20 to 39. Ninety-three percent of the mothers were ages 15 to 34.

GOAL 2: BY THE YEAR 2,000, THE HIGH SCHOOL GRADUATION RATE WILL INCREASE TO AT LEAST 90 PERCENT

Although every state has laws requiring children and youth to attend school, the National Education Goals Panel estimates that nearly half a million students leave school between grades 10 and 12 without completing the educational program. Numerous studies show that failure to complete high school seriously handicaps future economic status and productivity.

1990 data indicate that 93 percent of Iowa's 19- to 20-year olds hold a high school credential; for 23- to 24-year-olds it is 92 percent.

The following information describes attendance completion programs and dropout prevention programs.

Indicators

Students may earn a General Educational Development certificate (GED) by successfully completing tests of general knowledge and skill development in writing, social studies, science, mathematics, literature and the arts. This diploma is equivalent to a high school diploma. Table 5 demonstrates trends in the number of GED diplomas granted to students between the ages of 16 and 20. There was an increase of 12.68 percent between 1988 and 1989, a 17.16 percent increase between 1989 and 1990 and an increase of 9.7 percent from 1990 to 1991.

Table 5

NUMBER OF GED DIPLOMAS ISSUED AMONG IOWA 16-20 YEAR OLDS 1988-1991

Year	Number
1988	1,577
1989	1,777
1990	2,082
1991	2,284

Source: Iowa Department of Education

Dropouts

Dropouts are those students who leave school for any reason except death or transferring to another school before graduating or completing a program of study.

In 1990-91 as in 1985-86 the highest percentage of dropouts came from districts in the three largest enrollment categories. As a percentage of total students, grade 11 had the highest percentage of dropouts, 4.2 percent. The statewide dropout rate increased slightly from 2.3 percent in 1985-86 to 2.5 percent in 1990-91. The actual number of dropouts decreased from 5,343 in 1985-86 to 5,030 in 1990-91. (Table 6)

Table 7 represents the dropout rate as a percent of the students enrolled by grade. While steady decreases have generally occurred in the rates for grades 7 and 8, increases occurred for grade

Table 6

TOTAL DROPOUTS BY ENROLLMENT CATEGORY 1990-91

	Grade Level									
	7	8	9	10	11	12	Total Dropouts	% of Total Dropouts	% of Enrollment in 7 thru 12	Dropout Rate
State	19	33	1,127	1,243	1,388	1,220	5,030	0.6	1.6	2.5
<250	0	0	7	6	5	11	29	2.1	5.2	0.9
250-399	0	1	12	31	32	32	108	4.7	10.4	1.0
400-599	1	1	35	64	69	64	234	8.1	14.5	1.1
600-999	5	9	68	97	130	96	405	18.0	25.4	1.3
1,000-2,499	0	4	178	210	280	233	905	19.0	19.2	1.7
2,500-7,499	0	0	180	236	280	261	957	47.6	23.7	2.4
7,500+	13	18	647	599	592	523	2392	100	100	4.9

Source: Iowa Department of Education

9 between 1985-86 and 1988-89 and between 1989-90 and 1990-91. Rates for grades 10, 11 and 12 are down in 1990-91 from these highs in 1988-89. The 1990-91 rates in grade 11 show an increase over the rates in 1989-90.

Of all dropouts in 1990-91, 86.56 percent were Caucasian. More than half, 54 percent, were male, and 46 percent were female.

Table 7

DROPOUTS AS A PERCENT OF STUDENTS ENROLLED BY GRADE LEVEL 1985-86, 1988-89, 1989-90 AND 1990-91

Grade Level	1985-86	1988-89	1989-90	1990-91
7	0.16	0.08	0.07	0.05
8	0.31	0.18	0.19	0.09
9	3.00	3.23	3.21	3.24
10	3.04	4.08	3.67	3.65
11	3.45	4.47	4.14	4.38
12	3.44	4.01	3.74	3.94
Total	2.29	2.61	2.46	2.49

Source: Iowa Department of Education

Dropout Prevention Programs

The Code of Iowa provides financial incentives to school districts for operating dropout prevention programs. During 1992-93, 98 programs are being offered, a 16.7 percent increase over 1991-92. *Making the Difference*, a 1990 Department of Education publication, suggests that dropout rates were reduced in districts with dropout prevention programs.

NATIONAL EDUCATION GOALS

GOAL 3: BY THE YEAR 2,000, AMERICAN STUDENTS WILL LEAVE GRADES 4, 8 AND 12 HAVING DEMONSTRATED COMPETENCY IN CHALLENGING SUBJECT MATTER INCLUDING ENGLISH, MATHEMATICS, SCIENCE, HISTORY AND GEOGRAPHY; AND EVERY SCHOOL IN AMERICA WILL ENSURE THAT ALL STUDENTS LEARN TO USE THEIR MINDS WELL SO THEY MAY BE PREPARED FOR RESPONSIBLE CITIZENSHIP, FURTHER LEARNING AND PRODUCTIVE EMPLOYMENT.

Iowa schools are required by state standards to set achievement goals and report progress towards meeting those goals. In addition, Iowa schools have voluntarily assessed student achievement through the Iowa Tests of Basic Skills and the Iowa Tests of Educational Development for the past four decades. These two assessments provide comparative information on how well Iowa students perform compared to other students in the states and in the nation. Also provided is information on enrollments in foreign language courses, Advanced Placement programs and Postsecondary Enrollment Options courses as indicators of competency in challenging subject matter. In addition, as an indicator of citizenship, information on voting is presented.

Indicators

Tests and Assessments

Median midyear performance scores of Iowa students on the language skills section of the Iowa Tests of Basic Skills are displayed in Table 8. Since 1985 the trend across most of the grades has been toward higher scores. The lower elementary grades have the highest levels of achievement.

Median reading scores of Iowa students, as shown in Table 9, show stable reading achievement levels, with only minor fluctuations between 1985 and 1991.

Table 8

COMPARISON OF IOWA MEDIAN MIDYEAR PERFORMANCE ON ITBS LANGUAGE SKILLS TOTAL SCORE (IN TERMS OF 1965 'BASE YEAR' IOWA GRADE EQUIVALENTS)

	Year							
Grade Level	1985	1986	1987	1988	1989	1990	1991	1992
3	38.3	38.4	38.7	38.9	39.2	39.5	39.5	39.3
4	47.1	47.3	47.5	47.5	47.6	48.0	48.2	48.4
5	56.5	57.1	57.5	57.8	57.5	57.6	57.8	57.9
6	66.5	66.9	66.9	67.3	67.1	67.0	66.8	66.9
7	73.1	73.5	73.9	73.8	73.3	73.9	73.6	73.6
8	82.5	83.0	83.6	84.0	83.5	83.7	84.1	83.7

Source: Iowa Testing Programs, University of Iowa

Table 9

COMPARISONS OF IOWA MEDIAN MIDYEAR PERFORMANCE ITBS READING SCORES 1985 THROUGH 1991

Year Ending	Grade Level 3	4	5	6	7	8
1985	38.5	46.4	55.1	64.5	72.6	80.3
1986	38.8	46.6	55.5	64.8	72.9	80.7
1987	39.0	46.7	56.1	65.1	73.4	81.3
1988	39.1	46.7	56.4	65.5	73.8	81.5
1989	39.0	46.6	56.0	65.1	73.2	81.1
1990	39.1	46.6	56.0	65.0	73.6	81.3
1991	39.0	46.3	55.8	64.8	73.2	81.4

Note: 1965 "Base Year" Iowa Grade Equivalent Scores
Source: Iowa Testing Programs, University of Iowa

Table 10

MEAN ITED SCORES IN SOCIAL STUDIES

Grade Level	Year 1985	1986	1987	1988	1989	1990	1991
9	13.3	13.7	13.7	13.9	13.9	14.0	13.9
10	15.0	15.4	15.2	15.4	15.4	15.4	15.5
11	17.0	17.6	17.4	17.4	17.5	17.6	17.6

Source: Iowa Testing Programs, University of Iowa

Table 11

ENROLLMENT IN FOREIGN LANGUAGE BY ENROLLMENT CATEGORY — 1985-86, 1990-91 AND 1991-92

Enrollment Category	1985-86 Number Enrolled	1985-86 Estimated* % Enrolled	1990-91 Number Enrolled	1990-91 Estimated* % Enrolled	1991-92 Number Enrolled	1991-92 Estimated* % Enrolled
State	46,791	30.8	63,107	48.0	69,470	51.2
<250	658	20.4	707	43.5	643	48.8
250-399	1,667	18.2	2,990	40.1	2,566	39.9
400-599	2,769	18.9	5,657	39.7	6,034	40.5
600-999	5,079	21.8	8,353	41.6	9,034	44.8
1,000-2,499	10,536	30.2	15,776	49.1	17,913	51.9
2,500-7,499	13,018	42.7	13,194	53.7	14,130	54.3
7,500+	13,064	35.9	16,430	52.4	19,150	59.1

*Based on percentage of 9-12 students enrolled in foreign language.
Source: Basic Educational Data Survey - Department of Education

NATIONAL EDUCATION GOALS

Average Iowa Test of Educational Development scores for Iowa students at grades 9, 10 and 11 for 1985 through 1991 are described in Table 10. The average scores at all three grade levels have been above their 1985 base and have generally increased for most years.

Enrollments

In 1991-92, 51.2 percent of students in grades 9 through 12 were enrolled in foreign language courses, compared to 31 percent in 1985-86, with the highest percentage in districts with 7,500 or more students and the lowest in districts with enrollment of 250 to 399. (Table 11)

The number of Iowa students participating in the Advanced Placement program has increased every year since 1988. 2,023 Iowa students participated in 1991.

Table 12

NUMBER OF ADVANCED PLACEMENT CANDIDATES 1988 THROUGH 1991

Year	Iowa Candidate	% Change from Previous Year
1988	1,059	-
1989	1,221	15.3
1990	1,797	47.2
1991	2,023	12.6

Source: Advanced Placement Program National and Iowa Summary Reports 1988-1991, The College Board

As in 1990, the majority of Iowa Advanced Placement participants for all exam areas were males, 52.8 percent.

More than 88 percent of Advanced Placement participants for all exam areas in 1991 were white, and 4.35 percent were Asian/Asian American. Other ethnic groups each represented less than one percent of total participants.

Table 13 shows the distribution of Iowa Advanced Placement students by the most frequently taken exam areas, except mathematics and science. In the seven areas shown, Iowa participants scored above the national average.

Table 13

DISTRIBUTION OF IOWA ADVANCED PLACEMENT PARTICIPANTS BY FREQUENTLY TAKEN EXAMS

Exam Area	No.	Iowa Average Score	National Average Score
English Literature and Composition	561	3.09	3.07
U.S. History	225	3.06	2.81
English Language and Composition	207	3.05	2.94
European History	165	3.22	2.98
Government and Politics U.S.	89	3.25	2.97
Economics Macro	46	4.02	3.07
Economics Micro	43	3.09	2.98

Source: Advanced Placement Program, National and Iowa Summary Reports 1990-91. The College Board

Since 1989, Iowa's 11th and 12th grade students have had the opportunity to enroll in postsecondary institutions while simultaneously being enrolled in their public school district. The Postsecondary Enrollment Options Act was enacted to promote rigorous academic or vocational-technical pursuits and to provide a wider range of options to high school students.

Table 14

1991 POSTSECONDARY ENROLLMENT OPTIONS ACT ENROLLMENTS BY TYPE OF INSTITUTION AND TYPE OF COURSE

State Totals	Jrs	Srs	Jr-Sr Total	Math	Science	Social Studies	Human-ities	Career Options	Voc Tech	Jrs Cour	Srs Cour
Regents Institutions	5	59	64	32	22	8	31	2		7	88
Community College	109	554	763	231	65	368	296	52	45	216	841
Private 4 Yr. College	27	139	166	27	13	87	91	10		31	197
Private 2 Yr. college		6	6	5	2	1	1	4		6	7
Totals	241	758	999	295	182	464	419	68	44	260	1,133

Source: Iowa Department of Education

Table 15

TURNOUT OF REGISTERED VOTERS 1982, 1984, 1986, 1988 AND 1990

Year	Voter Age Group						
	18-24 %	25-34 %	35-49 %	50-64 %	65+ %	Age Unknown %	Total %
1982	39	59	72	79	75	42	67
1984	63	77	86	90	86	69	82
1986	25	46	63	73	72	40	59
1988	57	78	86	90	87	73	82
1990	29	52	70	78	76	35	65

Source: Office of the State Registrar of Voters, State of Iowa

Citizenship

Voter turnout in Iowa's general elections as an indicator of citizenship suggests that turnout increases with increases in age group. Each successively higher age group registered a higher turnout. The youngest eligible voters, 18-24 year-olds, recorded the lowest voter turnout in each general election from 1982 through 1990. No clear trends in turnout other than this appeared.

GOAL 4: BY THE YEAR 2,000, U.S. STUDENTS WILL BE THE FIRST IN THE WORLD IN MATHEMATICS AND SCIENCE ACHIEVEMENT.

The consensus of the nation's science and mathematics experts is that U.S. achievement in these areas has severely declined in recent years. Most experts agree that extensive reform is needed if U.S. students are to compete in a world economy and job market and keep up with the ever increasing pace of new technology.

Indicators which can be used to determine progress towards this goal include tests and assessment, enrollments in advanced courses and teacher characteristics.

Indicators

Tests and Assessments

Average ITED scores presented in Table 16 for students in grades 9 through 11 reflect quantita-

Table 16

AVERAGE ITED SCORES FOR IOWA STUDENTS

Year	Quantitative Thinking Grade 9	Quantitative Thinking Grade 10	Quantitative Thinking Grade 11	Natural Science Grade 9	Natural Science Grade 10	Natural Science Grade 11
1988	13.7	15.2	17.4	15.0	16.6	18.1
1989	13.9	15.5	17.8	15.2	16.8	18.3
1990	14.1	15.6	18.0	15.3	16.8	18.4
1991	14.2	15.8	18.2	15.3	16.9	18.5

Source: Iowa Testing Programs, University of Iowa

Table 17

COMPARISONS OF IOWA MEDIAN MIDYEAR PERFORMANCE IOWA TESTS OF BASIC SKILLS MATHEMATICS SKILLS TOTAL SCORE, 1985-1991

Year Ending	Grade Level 3	4	5	6	7	8
1985	36.6	44.9	52.8	61.8	71.3	80.1
1986	36.9	45.0	53.2	62.3	71.6	80.5
1987	37.4	45.3	53.6	62.6	72.0	80.8
1988	37.7	45.6	53.8	62.8	72.4	81.6
1989	37.8	45.7	54.0	63.1	72.0	81.4
1990	37.9	46.0	54.1	63.3	72.8	81.5
1991	37.9	45.9	54.1	63.2	72.8	82.0

Note: 1965 "Base Year" Iowa Grade Equivalent Scores
Source: Iowa Testing Programs, University of Iowa

tive thinking and natural science scores for the years 1988 through 1991. The scores generally indicate continued improvement in both areas at all grade levels.

Math ITBS

Median mathematics performance on ITBS for Iowa students in grades 3 through 8 has generally shown steady increases from 1985 to 1991.

In 1990, a total of 2,474 Iowa 8th grade students, randomly selected from 92 public schools, participated in the National Assessment of Educational Progress Trial mathematics assessment. Proficiency was measured at four levels, with level 200 being the lowest and level 350 the highest. Table 18 represents the distribution of students among the proficiency levels. Greater percentages of Iowa students attained each of the proficiency levels than the nation in general for all but level 350.

Table 18

THE DISTRIBUTION OF STUDENTS AMONG THE NAEP PROFICIENCY LEVELS

Level	% Iowa	% Nation
200	100.0	97.0
250	84.0	64.0
300	21.0	12.0
350	0.2	0.2

Source: National Center for Education Statistics, 1991

Enrollment in Advanced Courses

As shown in Table 19 in 1991-92, 2,467 students were enrolled in calculus statewide, compared to 2,004 in 1985-86 and 2,574 in 1990-91, an increase of 23.1 percent over 1985-86. Based on the assumption that calculus is generally taken in grade 12, it is estimated that 7.8 percent of 12th grade students were enrolled in calculus in 1991-92.

Assuming that trigonometry (Table 20) is taken most often in grade 11, an estimated 15 percent of 11th grade students were enrolled in trigonometry in 1991-92, compared to 9.2 percent in 1985-86 and 15.2 percent in 1990-91. The highest percentage of 11th graders were enrolled in districts with enrollments of 7,500 and above and the lowest in districts with enrollments of 250-399.

In 1991-92, as shown in Table 21, 21,176, 11th graders were enrolled in chemistry statewide, an estimated 63.5 percent of 11th graders. The percentage enrolled increased in four of the seven enrollment categories from 1990-91 to 1991-92.

Table 19

ENROLLMENT IN CALCULUS BY ENROLLMENT CATEGORY—1985-86, 1990-91 AND 1991-92

Enrollment Category	1985-86 Number Enrolled	1985-86 Estimated* % Enrolled	1990-91 Number Enrolled	1990-91 Estimated* % Enrolled	1991-92 Number Enrolled	1991-92 Estimated* % Enrolled
State	2,004	5.6	2,574	8.3	2,467	7.8
<250	24	2.9	16	4.0	28	9.1
250-399	35	1.6	41	2.3	44	2.9
400-599	89	2.5	202	6.0	222	6.4
600-999	200	3.6	253	5.3	273	5.8
1,000-2,499	451	5.4	787	10.3	679	8.5
2,500-7,499	680	9.4	351	6.0	523	8.3
7,500+	525	6.4	924	13.1	698	9.5

*Estimate based on the assumption that all students taking calculus were enrolled in grade 12
Source: Basic Educational Data Survey
Department of Education

Table 20

ENROLLMENT IN TRIGONOMETRY BY ENROLLMENT CATEGORY—1985-86, 1990-91 AND 1991-92

Enrollment Category	1985-86 Number Enrolled	1985-86 Estimated* % Enrolled	1990-91 Number Enrolled	1990-91 Estimated* % Enrolled	1991-92 Number Enrolled	1991-92 Estimated* % Enrolled
State	5,107	9.2	4,820	15.2	4,984	15.0
<250	69	9.2	35	9.3	15	4.5
250-399	105	4.6	117	6.5	142	8.7
400-599	242	6.7	248	7.2	273	7.5
600-999	369	6.5	557	11.5	574	11.4
1,000-2,499	1,158	13.4	1,242	16.1	1,367	16.0
2,500-7,499	1,086	14.7	790	13.2	740	11.6
7,500+	2,078	23.6	1,831	24.5	1,873	24.0

*Estimate based on the assumption that all students taking trigonometry were enrolled in grade 11
Source: Basic Educational Data Survey
Department of Education

Table 21

ENROLLMENT IN CHEMISTRY BY ENROLLMENT CATEGORY—1985-86, 1990-91 AND 1991-92

Enrollment Category	1985-86 Number Enrolled	1985-86 Estimated* % Enrolled	1990-91 Number Enrolled	1990-91 Estimated* % Enrolled	1991-92 Number Enrolled	1991-92 Estimated* % Enrolled
State	17,945	48.2	19,329	61.0	21,176	63.5
<250	413	55.4	211	56.3	157	46.7
250-399	971	42.4	1,034	57.2	903	55.2
400-599	1,678	462	2,000	58.0	2,114	58.3
600-999	2,896	51.0	3,023	62.3	3,091	61.4
1,000-2,499	4,031	46.5	4,647	60.2	5,226	61.2
2,500-7,499	4,283	57.8	3,937	65.6	4,472	70.3
7,500+	3,673	41.8	4,477	59.9	5,213	66.8

*Estimate based on the assumption that all students taking trigonometry were enrolled in grade 11
Source: Basic Educational Data Survey
Department of Education

Table 22

ENROLLMENT IN PHYSICS BY ENROLLMENT CATEGORY—1985-86, 1990-91 AND 1991-92

Enrollment Category	1985-86 Number Enrolled	1985-86 Estimated* % Enrolled	1990-91 Number Enrolled	1990-91 Estimated* % Enrolled	1991-92 Number Enrolled	1991-92 Estimated* % Enrolled
State	9,051	24.3	8,991	28.4	9,723	29.2
<250	191	25.6	101	26.9	104	31.0
250-399	683	29.8	495	27.4	457	27.9
400-599	887	24.4	865	25.1	957	16.4
600-999	1,226	21.6	1,237	25.5	1,377	27.4
1,000-2,499	1,737	20.0	1,803	23.4	1,978	23.2
2,500-7,499	2,303	31.1	1,952	32.5	2,128	33.5
7,500+	2,024	23.0	2,538	33.9	2,722	34.9

*Estimate based on the assumption that all students taking Physics were enrolled in grade 11
Source: Basic Educational Data Survey
Department of Education

Based on the assumption that students most often take physics in grade 11, Table 22 indicates that an estimated 29.2 percent of 11th graders were enrolled in physics in 1991-92, up from 28.4 percent in 1990-91. Increases occurred across most enrollment categories.

GOAL 5: BY THE YEAR 2,000, EVERY ADULT AMERICAN WILL BE LITERATE AND WILL POSSESS THE KNOWLEDGE AND SKILLS NECESSARY TO COMPETE IN A GLOBAL ECONOMY AND EXPERIENCE THE RIGHTS AND RESPONSIBILITIES OF CITIZENSHIP.

According to *American 2000: An Education Strategy,* 85 percent of the workforce of the year 2000 is already in the workforce; three of four new jobs will require more than a high school education; workers with only high school diplomas will face declining incomes; and most workers will change their jobs 10 to 11 times through their lifetimes. All of these predictions support the need to increase and improve educational opportunities for adults of all ages.

Assessing progress toward this goal is complicated by two factors. First, no common definition or single measure of literacy is generally accepted by educators. Second, continuing educational opportunities are offered through multiple sources, public and private, formal and informal; therefore, comprehensive statistics on such opportunities are lacking. The following information describes Iowa's current status and programs and activities likely to influence that status.

Indicators

Educational Level

Although there is no common definition of literacy, various studies and the U.S. Census provide some indication of the general skill level of adult Iowans. According to the 1990 census, more than 43 percent of Iowans 18 years of age and older had completed some college. About

19 percent had not received a high school diploma.

A notable decrease occurred in the percent of the 18 and older population without a high school diploma or equivalent between 1960 and 1990. In 1960 it was almost 50 percent; in 1990 it was 19 percent. The decrease is particularly noteworthy in light of the steady increase in the median age of the general population and the trend for older people to have completed less formal education.

Table 23

EDUCATIONAL ATTAINMENT OF IOWANS 18 YEARS OF AGE AND OLDER

Level of Attainment	Percent
Less than 9th grade	8.12
9-12 grade, no diploma	11.27
High school graduate (inc. GED)	37.28
Some college, no degree	10.03
Associate degree	7.71
Bachelor's degree	11.07
Graduate/professional degree	4.52

Source: 1990 Census

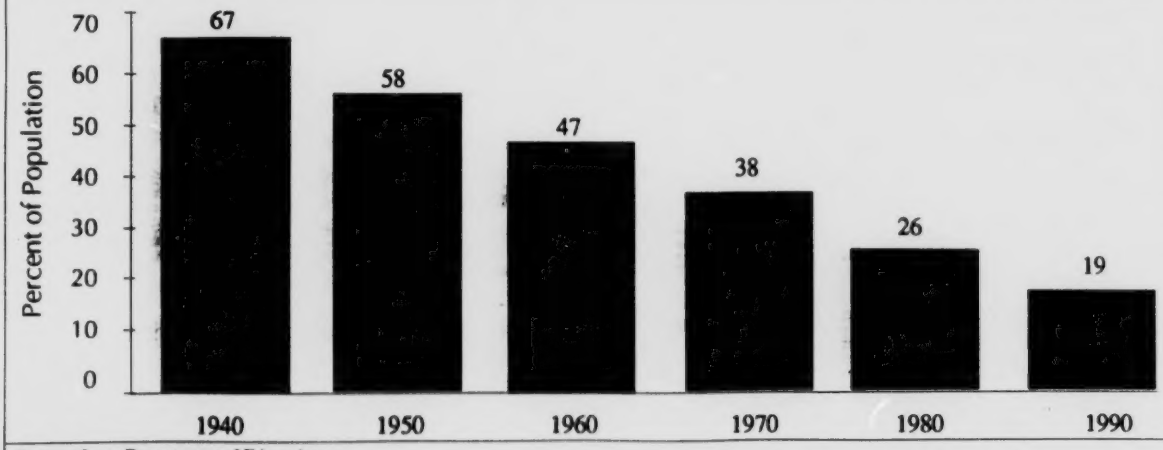
Statistics gathered by the Department of Education indicate that the percent of Iowa high school graduates enrolling in postsecondary education and training programs increased to 68.8 percent in 1990. In 1980, the figure was 54.0 percent, and in 1985 it was 61.3 percent.

Formal Education Opportunities

There are four major types of postsecondary educational institutions in Iowa: the three state universities; the 28 independent four-year institutions; the 15 community colleges; and 13 private, primarily occupational institutions. Table 24 shows historical enrollment trends at each type of institution. Overall, undergraduate enrollment increased just over 16 percent from 1981 to 1990, with the greatest percentage gain, 33.45 percent, occurring for community colleges.

Figure 1

A PERCENTAGE COMPARISON OF IOWANS AGE 18+ LACKING A HIGH SCHOOL DIPLOMA



Source: Iowa Department of Education

Table 24

UNDERGRADUATE ENROLLMENT BY TYPE OF INSTITUTION — 1981 TO 1990

	1981	1982	1983	1984	1985	1986	1987	1988	1989	1990	% Change 1981-1990
State Universities	48,712	51,094	53,259	53,952	54,347	53,917	52,413	52,270	51,989	51,576	5.88%
Ind. 4-Year	33,675	32,622	32,823	31,393	33,652	33,785	34,806	35,829	38,332	39,096	16.10%
Ind. 2-Year/Other	4,902	5,165	5,311	4,967	3,959	3,785	3,836	4,196	4,166	4,472	-8.77%
Comm. Colleges	37,261	39,005	39,360	39,679	39,661	41,023	42,959	44,938	47,374	49,726	33.45%
Undergrad Total	124,550	127,886	130,753	129,991	131,619	132,510	134,014	137,233	141,861	144,870	16.31%

Source: Iowa College Student Aid Commission

Table 25 represents the distribution of males and females and resident and nonresident students at each type of institution. While the percentage of males is greater than females at state universities, the percentage of females is greater at all others. The majority of students at all institutions are residents of Iowa.

Table 26 shows that the percentage of students graduating in the top 25 and 50 percent of their high school class was greater and the average ACT score was higher for students entering state universities and independent four-year institutions than for those entering community colleges and independent two-year institutions.

Table 25

STUDENT DEMOGRAPHIC INFORMATION 1988-89 ENROLLMENT

Institution	Males (%)	Females (%)	Resident (%)	Nonresident (%)
State Universities	51.9	48.1	75.7	24.3
Independent Four-Year	41.9	58.1	64.7	35.9
Community College	42.2	57.8	94.7	5.3
Independent Two-Year/Other	42.7	57.1	60.6	39.4

Source: Iowa College Student Aid Commission

Table 24

STUDENT BODY PROFILE (FALL 1989)*

Institution	% Freshmen in top 25% of H.S. Class	% Freshman in top 50% of H.S. Class	Average ACT Score Resident (%)	% All Students Who Complete a Program
State Universities	55.9	92.8	22.8	56.5
Independent Four-Year	42.0	73.2	21.4	54.0
Community College	19.3	48.0	17.3	42.0
Independent Two-Year/Other	26.2	63.7	18.1	68.8

*Data represent only those institutions who reported such data
Source: Iowa College Student Aid Commission

Other Educational Opportunities

The Job Training and Partnership Act was enacted in 1982 to prepare economically disadvantaged and long-term unemployed individuals to enter the workforce. Title II of this act provides training services for the economically disadvantaged through adult and youth programs and summer youth employment and training programs..

The data for program year 1991 indicate that 93.88 percent of the participants were economically disadvantaged and approximately 65 percent were female. Table 27 represents the distribution of participants across age categories. About one-half were between 18 and 29. Table 28 shows that 67 percent had earned at least a high school diploma or its equivalent.

Table 27

DISTRIBUTION OF JTPA TITLE IIA PARTICIPANTS BY AGE - 1991-92

Age Category	% Total
14-15	1.42
16-17	10.34
18-21	25.74
22-29	28.67
30-54	32.87
55+	0.85

Source: Iowa Department of Economic Development

Table 28

DISTRIBUTION OF JTPA TITLE IIA PARTICIPANTS BY EDUCATION STATUS 1991-1992

Level of Education	% Total
School Dropout	19.42
Student	12.94
High School Graduate or Equivalent	38.33
Post High School Attendee	29.31

Source: Iowa Department of Economic Development

According to preliminary figures, 70.14 percent of the participants who left the program entered employment, earning an average wage of $6.00 per hour. Among the respondents of a follow-up survey, 78.59 percent of the adults who were employed upon leaving the program were also employed 13 weeks later (Source: Iowa Department of Economic Development).

GOAL 6 BY THE YEAR 2,000, EVERY SCHOOL IN AMERICA WILL BE FREE OF DRUGS AND VIOLENCE AND WILL OFFER A DISCIPLINED ENVIRONMENT CONDUCIVE TO LEARNING.

Over the last 20 years, the use of illicit drugs and drug-related crimes in the United States have reached epidemic proportions. The public at large and students in particular consider the problem to be significant. The goal of safe, disciplined and drug-free schools is closely related to the other national education goals. Some experts consider it to be a prerequisite to achieving the other five; others believe that success in the other five goals will help deter students from using illicit drugs.

Information which is related to Iowa's progress on this goal is presented under the headings of substance abuse prevention, substance use and disciplined environment.

Indicators

Substance Abuse Prevention

During 1991-92, almost 12,000 students and more than 4,000 parents participated in DARE, a drug abuse awareness and prevention program taught by law enforcement officers with the cooperation of local school districts. DARE is cosponsored by the Governor's Alliance on Substance Abuse, the Department of Education and the Department of Public Health.

Last year, 414 of Iowa's 425 school districts participated in the federal Drug-Free Schools and Communities Program. Programs adopted include student assistance, peer helping and counseling, DARE, Quest, support groups, at-risk programs, gang prevention and intervention, conflict management, law-related education and juvenile court diversion.

Substance Use

As shown in Table 29, the percentage of non use of alcohol increased from 1984 to 1990, and generally all categories of alcohol use were lower in 1990 than in 1984 and 1987. The degree of alcohol use was lowest for grade 6 and decreased with each successive grade level. The percentage of non users for the total sample was 56.6 percent.

Table 29

PERCENT OF ALCOHOL USE BY GRADE LEVEL 1984, 1987 AND 1990

		Degree of Use			
		Non use	Casual	Regular	Heavy
Grade 6	1984	80.4	14.8	3.9	0.9
	1987	83.3	12.8	2.8	0.8
	1990	87.9	8.5	2.6	0.6
Grade 8	1984	58.2	29.6	10.4	1.8
	1987	60.6	25.6	11.4	2.2
	1990	66.0	21.9	10.0	1.9
Grade 10	1984	34.4	31.7	27.7	6.3
	1987	37.7	26.7	25.9	6.8
	1990	41.7	28.6	24.2	5.4
Grade 12	1984	22.4	24.0	39.5	14.1
	1987	23.2	23.6	38.3	11.7
	1990	29.9	30.3	30.2	9.4
Total Sample	1984	47.7	25.4	21.0	6.0
	1987	50.7	23.6	20.0	5.5
	1990	56.6	22.4	16.6	4.3

Source: 1990-91 Iowa Study of Alcohol and Drug Behaviors and Attitudes Among Youth, Iowa Department of Education, 1991

Table 30

PERCENT OF MARIJUANA USE BY GRADE LEVEL 1984, 1987 AND 1990

		Degree of Use			
		Non use	Casual	Regular	Heavy
Grade 6	1984	98.8	0.4	0.4	0.4
	1987	98.9	0.5	0.2	0.2
	1990	98.7	0.3	0.4	0.2
Grade 8	1984	96.2	1.8	1.3	0.7
	1987	94.6	2.7	1.0	1.5
	1990	97.0	1.9	0.7	0.3
Grade 10	1984	89.1	4.9	3.4	2.6
	1987	87.0	5.7	3.8	3.5
	1990	90.7	4.4	2.4	2.5
Grade 12	1984	84.9	6.5	4.5	4.1
	1987	82.7	8.9	3.3	4.9
	1990	89.2	5.3	2.3	3.2
Total Sample	1984	92.0	3.5	2.5	2.0
	1987	90.7	4.5	2.1	2.6
	1990	93.9	2.9	1.5	1.5

Source: 1990-91 Iowa Study of Alcohol and Drug Behaviors and Attitudes Among Youth, Iowa Department of Education, 1991

Just under 10 percent of all students in the sample reported using marijuana, as shown in Table 30. This was down slightly from 1984. Higher levels of use in all categories were generally reported at each higher grade level.

Student's responses on how often they use any amount of cocaine during an average month indicate that less than one percent of any grade level were casual, regular or heavy cocaine users.

Disciplined Environment

In 1987, student absenteeism was identified as a problem by 78 percent of Iowa teachers and by 83 percent of teachers across the nation. Data on attendance rates of Iowa students across Iowa public school districts indicate that the average attendance rate for the 1990-91 school year was about 95 percent (Table 31).

Table 31

PUBLIC SCHOOL ATTENDANCE RATES
1990-91 SCHOOL YEAR
(AVERAGE DAILY ATTENDANCE AS A PERCENT OF AVERAGE DAILY MEMBERSHIP)

Enrollment Category	Attendance Rate
<250	95.9
250-399	95.9
400-599	95.8
600-999	95.8
1,000-2,499	95.4
2,500-7,499	95.2
7500+	94.2
State	95.2

Source: LEA's Certified Annual Financial Report, 1990-91, Department of Education

Data in Table 32 represent responses to questions concerning high-risk behaviors and reveal that many youth (65-97 percent) did not engage in the behaviors listed. The three least often (3-5 percent) reported were the sale or distribution of substances, attacking someone with a weapon, and using a weapon, force or threats to get money or things from someone. The most frequently reported deviant behaviors were beating up on someone or fighting (35 percent) and purposely damaging or destroying property (18 percent).

Information on teacher perceptions of violence in the schools reported in the *Digest of Education Statistics*, 1990 shows that teachers' perceptions of violence against students and against teachers is lower in Iowa than in the nation. Thirty-five percent of Iowa teachers surveyed thought violence against students was a problem, while 16 percent felt violence against teachers was a problem. Comparable figures for the nation were 44 percent and 24 percent respectively.

In 1990, thirty-five percent of Iowa students responded that they had beat up on someone/fought someone physically because he/she had made the student angry.

Table 32

HIGH-RISK BEHAVIORS REPORTED BY TOTAL 1991 SAMPLE

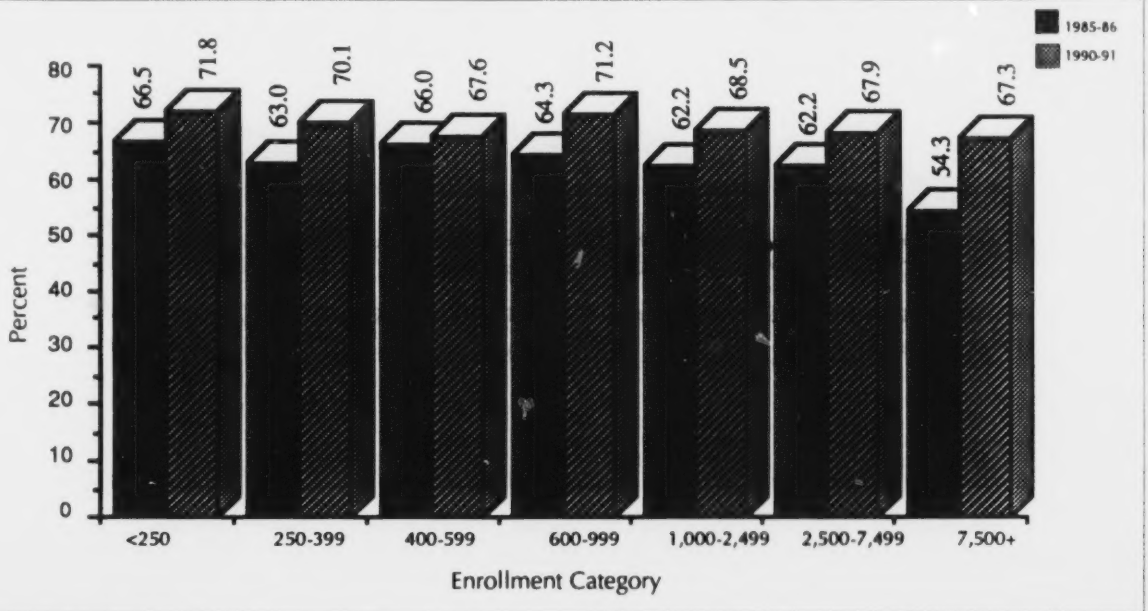
How often in the last month...	Never	1 or 2 Times	3 to 5 Times	6 or more Times
Skipped school or cut classes	84%	11	3	2
Purposely damaged/destroyed property that did not belong to you	82	14	2	2
Taken something worth more than $15 that didn't belong to you	93	5	1	1
Sold or distributed marijuana or other drugs	97	1	1	1
Run away from home	90	7	1	1
Beat up on someone/fight someone physically because he/she made you angry	65	24	5	5
Appear in court for committing a crime	93	5	1	1
Break into a building to steal or damage something	94	3	1	1
Attack someone with a weapon, trying to seriously hurt him/her	95	2	1	1
Use a weapon, force or threats to get money/things from someone	95	2	1	1

Source: LEA's Certified Annual Financial Report, 1990-91, Department of Education

- The percentage of students pursuing postsecondary education/training in 1990-91 was 68.6 percent, up from 61.4 percent in 1985-86 and 66.8 percent in 1989-90.
- Attendance rates in Iowa public schools remained above the 95 percent level, decreasing only slightly from 1985-86 figures.
- Enhanced ACT scores continued to remain relatively steady in 1991, down slightly from 1986 levels, while remaining consistently above the average for the nation each year.
- Achievement on ITBS for grades 3 through 8 has generally showed steady improvement through the mid 1980's and has remained stable at high levels for the past three years.
- ITED composite scores have generally shown steady increases over the past several years and have remained stable at high levels over the last three years.

Figure 2

PERCENT OF GRADUATES PURSUING POSTSECONDARY EDUCATION/TRAINING 1985-86 AND 1990-91



Source: Iowa Guidance Surveys
Department of Education

Student Achievement

High School Graduates

The Iowa Department of Education gathers information from high school graduates one year following graduation. Results show that 61.4 percent of the 1985 graduates pursued some type of postsecondary education or training. Results for the graduating class of 1990 reflect that this percentage increased to 68.6 percent statewide. Increases were noted across all enrollment categories with a substantial increase for graduates in districts over 7500 enrollment. Comparisons for the two years are presented in Figure 2.

Student Achievement Tests

ITBS

The Iowa Tests of Basic Skills (ITBS) is the K-8 portion of a voluntary testing program provided to Iowa schools by Iowa Testing Programs, University of Iowa. The participation rate for Iowa schools is well over 95 percent. ITBS measures academic growth in vocabulary, reading, language, work study, and mathematics for most grades. In grades K through 2 the tests include listening and word analysis, and in grades 3 through 8 social studies and science measures are also available.

Scores presented represent composite scores for grades 3 through 8. The composite score represents the average of the subtest scores of vocabulary, reading, language, work study and mathematics. The scores for each of the years presented reflect how the typical pupils at various grade levels scored. Scores do not reflect the performance of the highest and lowest achieving students.

Scores are adjusted to reflect how students would have performed had all students been tested in late

January of each year. Grade equivalent figures used relate how well pupils performed, based on a school grade and the number of months in the grade. A grade equivalent of 55 would reflect how a typical Iowa pupil finishing the fifth month of grade five would score.

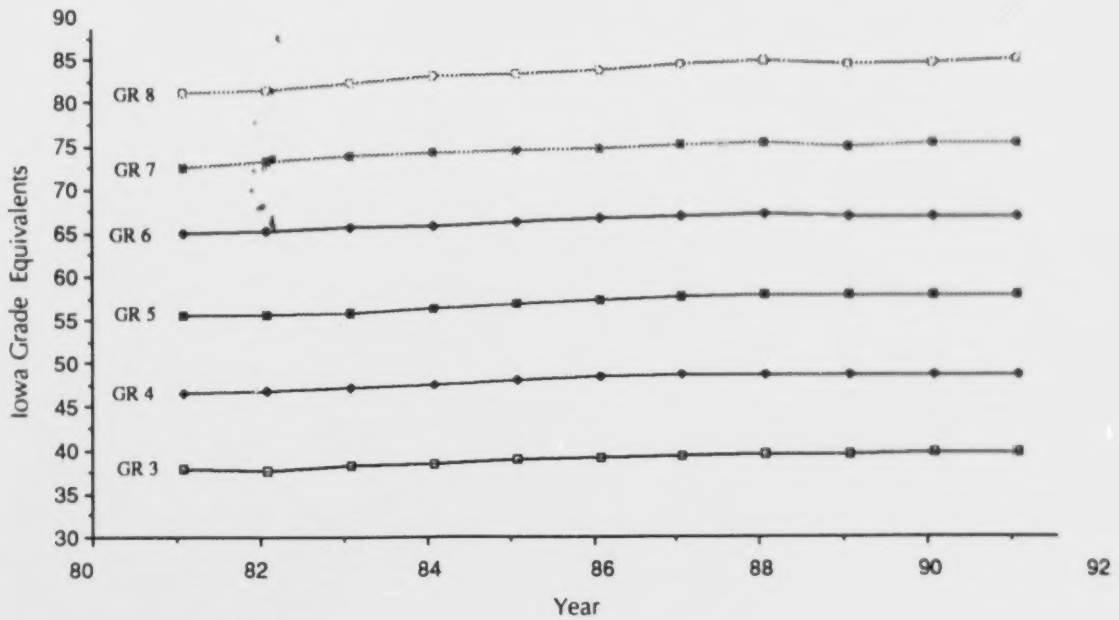
Achievement on ITBS in grades 3 through 8 has generally showed steady improvement through the mid 1980s and has remained relatively stable at all time high levels for the past three years. (Figure 3)

ITED

The Iowa Tests of Educational Development (ITED) are also developed and made available to Iowa schools on a voluntary basis by the Iowa Testing Programs, University of Iowa. The battery of tests, seven in all, measure skills important in adolescent and adult life. Skills include essentials of correct and effective writing, quantitative problem solving, ana-

Figure 3

COMPARISON OF IOWA MEDIAN MIDYEAR PERFORMANCE
IOWA TESTS OF BASIC SKILLS COMPOSITE SCORES
GRADES 3-8
1980-1992

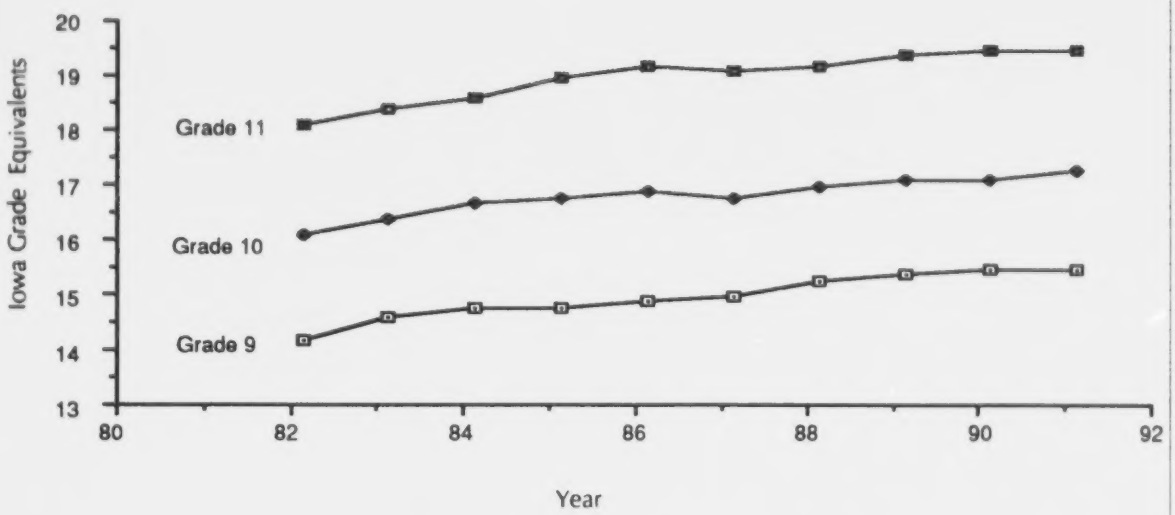


Source: Iowa Testing Programs
University of Iowa

Figure 4

COMPARISON OF IOWA MEDIAN MIDYEAR PERFORMANCE
IOWA TESTS OF BASIC SKILLS COMPOSITE SCORES

1980-1992



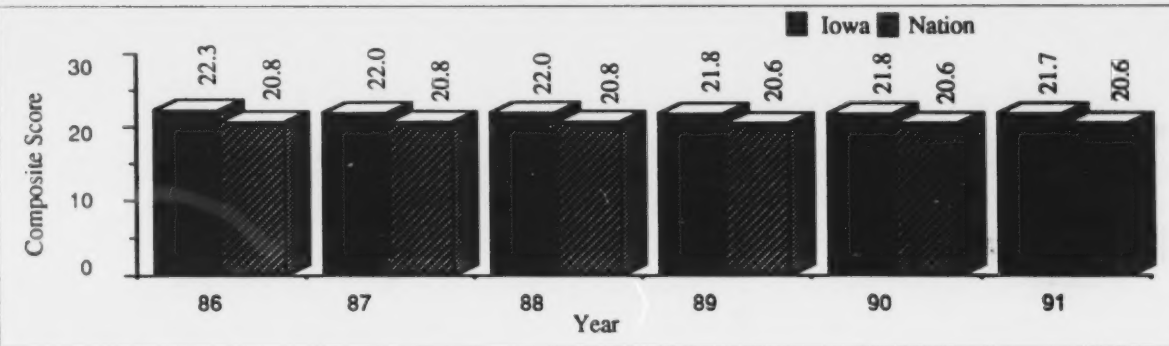
Source: Iowa Testing Programs
University of Iowa

lyzing discussions of social issues, understanding nontechnical scientific reports and recognizing methods of scientific inquiry. The composite score is based on scores from all seven tests and represents overall student performance. The range for composite scores is 1 to 38. Composite scores are presented in Figure 4.

Average ITED composite scores for Iowa students have generally shown steady increases over the last several years and have remained stable at a high level for the past three years. Scores for twelfth grade students have been omitted at the recommendation of Iowa Testing Program experts because of the limited number of participants.

Figure 5

ESTIMATED AVERAGE ENHANCED ACT COMPOSITE SCORES
1985-86 THROUGH 1990-91



Source: ACT Assessment Results, 1991 Summary Reports, Iowa American College Testing

Enhanced ACT Assessment

Composite ACT scores reported by American College Testing show that Iowa students have scored at a consistently high level from 1986 through 1991, declining only slightly over the period. Scores for the nation were also consistent over the period, falling below Iowa scores for each year reported. (Figure 5)

A comparison of students completing core requirements versus those who have completed less than core requirements reflects that scores for Iowa students meeting core requirements are consistently above scores of students not meeting these requirements. Scores of Iowa students consistently rank higher than scores for students in the nation. For both groups of students, core and less than core, composite scores have declined slightly each year over the period from 1986-87 to 1990-91 (Table 33).

Table 33

ESTIMATED AVERAGE ENHANCED ACT COMPOSITE SCORES OF STUDENTS

	CORE or More			Less than CORE		
Year	No. Iowa Students Tested	Iowa	Nation	No. Iowa Students Tested	Iowa	Nation
1986-87	9,298	24.0	22.8	13,564	20.6	19.6
1987-88	10,700	24.0	22.7	12,821	20.4	19.4
1988-89	11,273	23.8	22.5	11,887	20.0	19.1
1989-90	11,738	23.5	22.3	9,761	19.8	19.1
1990-91	11,712	23.1	22.1	8,036	19.7	19.1

Source: ACT Assessment Results 1986-1991, Summary Reports, Iowa American College Testing

(Core requirements are defined as having completed at least four years of English, three years of math, three years of social studies, and three years of natural sciences).

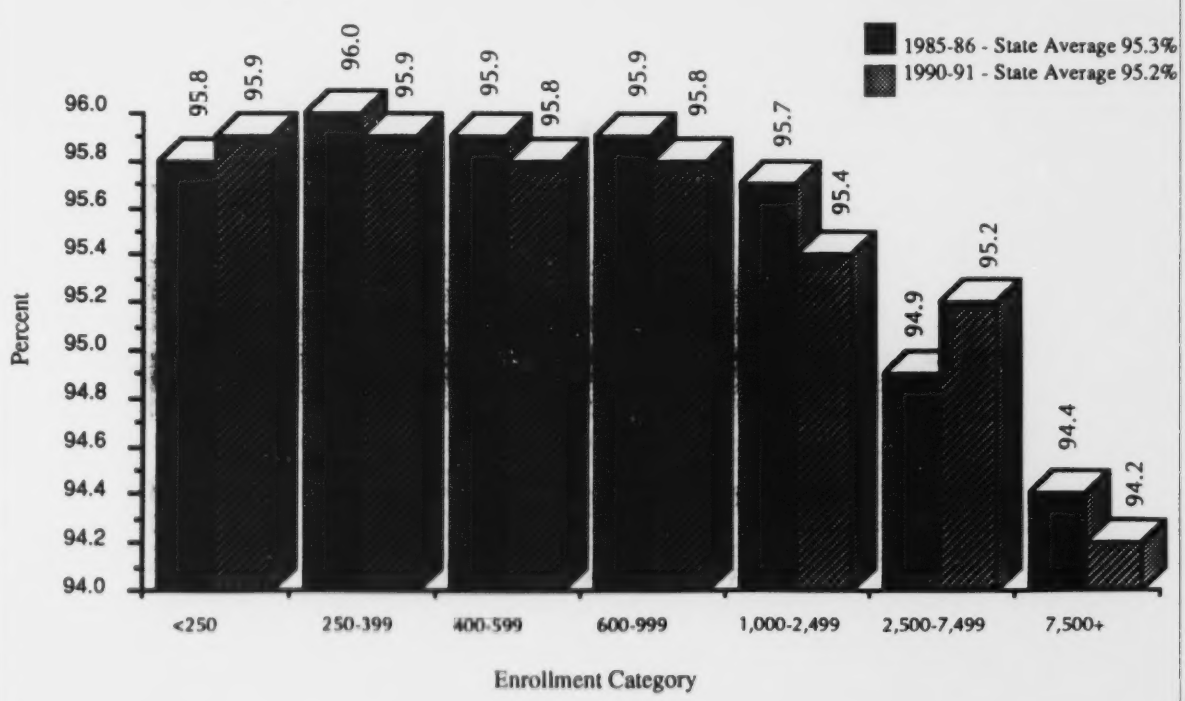
Attendance Rates

Attendance rates for Iowa's public school districts are shown in Figure 6 for each of the seven enrollment categories. The state average rate for 1985-86 and 1990-91 were nearly identical at 95.3 and 95.2 percent respectively. Rates for both years varied only slightly across enrollment categories, with rates generally being higher in the smaller enrollment categories. Attendance rates decreased in five of the seven enrollment categories over the period while rates for districts under 250 enrollment and 2,500 to 7,499 enrollment, increased.

Rates are calculated by dividing average daily attendance by average daily membership. Rates have been expressed as percentages in Figure 6.

Figure 6

ATTENDANCE RATES 1985-86 vs 1990-91
AVERAGE DAILY ATTENDANCE AS A PERCENT OF AVERAGE DAILY MEMBERSHIP



Source: LEAs Certified Annual Financial Report
Department of Education

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- Twenty years of consecutive public school enrollment decline has been followed by three consecutive years of increases, and increases are projected for the next five years.
- Just over seven percent of the state's 425 public school districts account for about 44 percent of student enrollment.
- 52.9 percent of Iowa's public school districts have enrollments under 600 and enroll 16.9 percent of all students.
- Ethnic distribution of Iowa's public school students is as follows: American Indian, .4 percent; Hispanic, 1.4 percent; Asian, 1.4 percent; Black, 2.9 percent; and Caucasian, 93.9 percent.

Enrollment Trends and Projections
Total Enrollment

Public school enrollments in Iowa declined 20 consecutive years until 1989-90 when the first increase occurred. Increases also occurred in both 1990-91 and 1991-92. (Table 34). Further increases in public school enrollments are also projected through 1996-97, with public school enrollment projected to top 500,000 again for the first time since 1982-83 (Table 35). Figures for 1991-92 represent an increase of 1.11 percent over public school enrollments in 1985-86. Approved nonpublic school enrollments, on the other hand, decreased 6.45 percent since 1985-86 and overall are projected to increase slightly through 1996-97.

Combined public and nonpublic enrollments are up .4 percent over 1985-86 combined enrollments.

Public School Enrollment

In comparing 1991-92 enrollments to those in 1985-86, losses occurred in grades 9 through 12, kindergarten and first grade, while all other grades recorded increases, with the largest increase, 18.04 percent, occurring for grade 6 (Table 36).

Nonpublic School Enrollment

In 1985-86 approved nonpublic school enrollment represented 9.2 percent of combined public and nonpublic enrollments. In 1991-92, nonpublic enrollments represented 8.5 percent of combined enrollments. From 1985-86 to 1991-92, nonpublic enrollments declined in kindergarten, grades 1 through 3, and in grades 7 through 12, with increases occurring in grades 4, 5 and 6.

Distribution of Pupils
Public School Districts

The distribution of pupils and districts across the

Table 34

PUBLIC AND NONPUBLIC SCHOOL ENROLLMENTS 1985-86 THROUGH 1991-92

Year	Public	Nonpublic	Total
1985-86	485,676	49,026	534,702
1986-87	481,205	48,520	529,725
1987-88	478,859	47,228	526,087
1988-89	476,771	47,373	524,144
1989-90	478,210	46,033	524,243
1990-91	483,396	45,562	528,958
1991-92	491,059	45,865	536,924

Source: K-12 Enrollment Statistics
Department of Education
Bureau of Planning, Research and Evaluation

Table 35

PUBLIC AND NONPUBLIC SCHOOL ENROLLMENT PROJECTIONS 1992-93 THROUGH 1995-96

Year	Public	Nonpublic
1992-93	494,374	46,637
1993-94	497,604	46,486
1994-95	501,258	47,035
1995-96	504,000	47,687
1996-97	506,589	47,583

Source: K-12 Enrollment Statistics
Department of Education
Bureau of Planning, Research and Evaluation

Table 36

PUBLIC SCHOOL ENROLLMENT BY GRADE LEVEL
1985-86, 1990-91 AND 1991-92

Grade Level	1985-86	1990-91	1991-92	90-91 to 91-92 % Change	85-86 to 91-92 % Change
K	40,925	38,778	37,841	-2.42	-7.54
1	38,110	37,117	37,702	1.58	-1.07
2	35,387	37,192	36,419	-2.08	2.92
3	34,508	37,022	37,414	1.06	8.42
4	32,977	37,642	37,134	-1.35	12.61
5	33,327	37,408	37,897	1.31	13.71
6	32,038	35,885	37,818	5.39	18.04
7	32,653	35,361	36,755	3.94	12.56
8	35,136	34,930	35,449	1.49	.89
9	39,688	34,768	36,745	5.69	-7.42
10	39,337	34,067	34,019	-0.14	-13.52
11	37,203	31,688	33,332	5.19	-10.41
12	35,906	30,928	31,648	2.33	-11.86
Other	18,481	20,610	20,886	1.34	-13.01
Total	**485,676**	**483,396**	**491,059**	**1.59**	**1.11**

Source: K-12 Enrollment Statistics
Department of Education
Bureau of Planning, Research and Evaluation

seven enrollment categories remained relatively constant from 1985-86 through 1991-92. In both years, districts with 1,000 or more enrollment represented just over 65 percent of all public school students and about 24 percent of all districts; districts with enrollments under 600 accounted for just under 18 percent of the public school students and about 54 percent of all public school districts (Table 37).

Approved Nonpublic Schools

In 1991-92 there were 218 approved nonpublic schools, 214 of which provided enrollment information to the Department of Education. This figure is down from 230 approved nonpublic schools in 1985-86. Of the 214 nonpublic schools reporting enrollments, 16.4 percent provide programs to 9-12 students. The smallest approved nonpublic school has seven students while the largest has 1,060 students. The median enrollment for schools offering 9-12 programs is 174.

Ethnic Distribution

In 1985-86 minority students composed 4.7 percent of the public school enrollment and 2.5 percent of the nonpublic school enrollment. In the 1991-92 school year, minority students composed 6.04 percent of public school enrollment and 3.14 percent of nonpublic enrollment. Increases in minority enrollment from 1985-86 to 1991-92 were greatest for American Indians, Hispanics and for Asians, with increases of 62.6 percent, 65.6 percent and 27.6 percent, respectively.

Table 37

DISTRIBUTION OF PUBLIC SCHOOL PUPILS BY ENROLLMENT CATEGORY
1985-86, 1990-91 AND 1991-92

Enrollment Category	1985-86 Pupils	%	Dist.	%	1990-91 Pupils	%	Dist.	%	1991-92 Pupils	%	Dist.	%
<250	10,124	2.1	52	11.9	9,214	1.9	51	11.9	8,569	1.8	49	11.5
250-399	29,060	6.0	90	20.6	27,409	5.7	85	19.8	24,647	5.1	77	18.1
400-599	46,544	9.6	94	21.5	49,124	10.3	99	23.0	48,911	10.0	99	23.3
600-999	72,595	15.0	97	22.2	69,413	14.5	92	21.4	68,531	14.1	91	21.4
1000-2499	109,551	22.5	72	16.5	114,453	23.9	73	17.0	120,271	24.7	78	18.4
2500-7499	95,189	19.6	24	5.5	90,569	18.9	22	5.1	94,953	19.5	23	5.4
7500+	122,269	25.2	8	1.8	118,723	24.8	8	1.9	120,353	24.8	8	1.9
State	485,332	100.0	437	100.0	478,905	100.0	430	100.0	486,235	100.0	425	100.0

Source: Basic Education Data Survey
Department of Education
Bureau of Planning, Research and Evaluation

Table 38

PUBLIC SCHOOL ENROLLMENTS BY ETHNIC GROUP
1985-86, 1990-91 AND 1991-92

Race	1985-86 Number	Percent	1990-91 Number	Percent	1991-92 Number	Percent	% Change 90-91 to 91-92	% Change 85-86 to 91-92
American Indian	1,090	.2	1,615	.3	1,772	.4	9.7	62.6
Hispanic	4,069	.8	5,933	1.2	6,739	1.4	13.6	65.6
Asian	5,310	1.1	-6,547	1.4	6,778	1.4	3.5	27.6
Black	12,308	2.5	13,809	2.9	14,415	2.9	4.4	17.1
White	462,555	95.3	455,748	94.2	461,659	93.9	1.3	-0.2

Source: Basic Educational Data Survey
Department of Education
Bureau of Planning, Research and Evaluation

Table 39

NONPUBLIC SCHOOL ENROLLMENTS BY ETHNIC GROUP
1985-86, 1990-91 AND 1991-92

Race	1985-86 Number	Percent	1990-91 Number	Percent	1991-92 Number	Percent	% Change 90-91 to 91-92	% Change 85-86 to 91-92
American Indian	42	.1	32	.1	41	.1	28.1	-2.4
Hispanic	527	1.1	550	1.2	618	1.3	12.4	17.3
Asian	344	.7	411	.9	434	.9	5.6	26.2
Black	273	.6	369	.8	409	.9	10.8	49.8
White	48,372	97.6	46,165	97.0	46,288	96.8	0.3	-4.3

Source: Basic Educational Data Survey
Department of Education
Bureau of Planning, Research and Evaluation

- Average operating expenditures per pupil increased 34.1 percent over 1985-86 figures to $4,067. The range in average per pupil expenditures across enrollment categories was $989.
- All object category expenditures as a percent of total operating fund expenditures decreased from 1985-86 to 1990-91 except expenditures for employee benefits.
- As a percent of total operating expenditures, operation and maintenance expenditures decreased from an average of 12.2 percent in 1985-86 to 10 percent in 1990-91.
- The percentage of total operating expenditures going toward administration dropped from 10.2 percent in 1985-86 to 10 percent in 1990-91.
- Instructional expenditures as a percent of total operating expenditures increased from 1985-86 to 1990-91.

School Expenditures

Total Expenditures

Total operating expenditures for public school districts have grown from just under $1.5 billion in 1985-86 to about $1.97 billion in 1990-91. The 1990-91 figure is up from about $1.78 billion in the prior year.

Per Pupil Expenditures

In 1985-86 average per pupil expenditures for the state were $3,032, increasing to $3,853 in 1989-90 and $4,067 in 1990-91. Increases in per pupil expenditures over the period 1985-86 to 1990-91 amounted to 34.1 percent statewide, with average increases ranging from a low of 29.8 percent in districts with enrollments of 2,500-7,499 to a high of 41.1 percent in districts with enrollments of 250-399 (Table 40). In 1990-91 as in 1985-86, average expenditures decreased with increases in district enrollment. The exception in both years was in districts with enrollments of 7,500 and above, where per pupil expenditures increased over expenditures in the next smaller enrollment category.

Table 40

AVERAGE OPERATING FUND EXPENDITURES PER CERTIFIED ENROLLMENT 1985-86, 1989-90 AND 1990-91

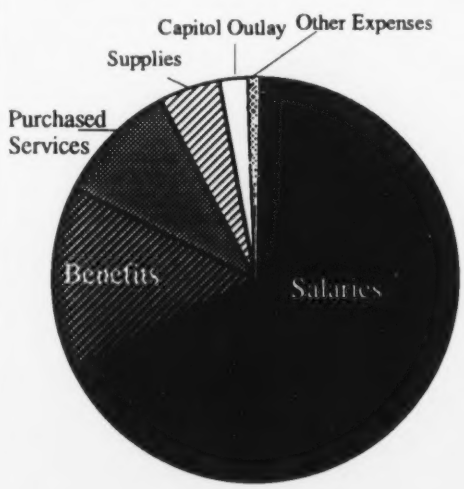
Enrollment Category	1985-86	1989-90	1990-91	Percent Change 1985-86 to 1990-91
State	$3,032	$3,853	$4,067	34.1
<250	3,489	4,633	4,889	40.1
250-399	3,105	4,094	4,380	41.1
400-599	3,021	3,936	4,121	36.4
600-999	2,975	3,792	4,012	34.9
1,000-2,499	2,935	3,727	3,920	33.6
2,500-7,499	3,005	3,727	3,900	29.8
7,500+	3,122	3,934	4,198	34.5

Source: LEA's Certified Annual Financial Report
Department of Education

The disparity in average expenditures between the highest and lowest spending enrollment categories has increased from 1985-86 to 1989-90 and from 1989-90 to 1990-91, with average expenditures for districts in the lowest spending enrollment category accounting for 80.4 percent of expenditures of the highest spending districts in 1985-86, 80.4 percent in 1989-90 and 79.8 percent in 1990-91 (Table 40).

Figure 7

OBJECT CATEGORY EXPENDITURES AS A PERCENT OF TOTAL OPERATING EXPENDITURES 1990-91



Source: LEA's Certified Annual Financial Report
Department of Education

Salaries

In 1990-91 salaries as a percent of total operating fund expenditures decreased slightly to 67.9 percent from 1985-86 levels of 68.1 percent. Salaries were also down from the 68.6 percent figure for 1989-90. Salary expenditures varied from a low of 58.4 percent for districts under 250

enrollment to a high of 70.2 percent in districts with enrollments of 7,500 and above.

Benefits

In 1985-86 an average of 12.9 percent of total operating fund expenditures were devoted to employee benefits. This figure increased to 14.2 percent in 1989-90 and to 14.6 percent in 1990-91. In 1990-91 the percentage of total operating fund allocated to employee benefits varied from a low of 12.1 percent in districts under 250 enrollment to a high of 16 percent in districts with enrollment of 7,500 and above

Purchased Services

In 1985-86 an average of 9.9 percent of total operating fund expenditures went toward purchased services. The percentage had changed only slightly in 1990-91, with 9.7 percent being allocated to purchased services. Purchased services as a percent of total operating fund expenditures ranged from a high of 20.1 percent in districts under 250 enrollment to only 8.2 percent in district with enrollments of 7,500 and above.

Supplies

The percent of total operating expenditures spent on supplies was 5.7 percent in 1985-86, 5.1 percent in 1989-90 and 5.1 percent in 1990-91. In 1990-91 the percentage varied from 3.8 percent in the largest districts to 6.5 percent in districts with enrollments of 250-399.

Capital Outlay

Expenditures for capital outlay accounted for 2.6 percent of total operating fund expenditures in 1985-86, 2.3 percent in 1989-90 and 2.2 percent in 1990-91, demonstrating a gradual decrease over the period. With the exception of districts in the largest enrollment category, where capital outlay accounted for 1.4 percent of total expenditures, the range across enrollment categories was very narrow.

Other Expenses

"Other expenses" is defined as expenditures for redemption of principal, interest, taxes, insurance, expenses in lieu of insurance, judgments against local school districts and miscellaneous expenditures. In 1990-91, other expenses accounted for .5 percent of total operating fund expenditures compared to .8 percent in 1985-86, remaining relatively stable. Percentages generally did not vary across enrollment categories.

Table 41

OPERATION AND MAINTENANCE EXPENDITURES 1985-86, 1989-90 AND 1990-91

Enrollment Category	1985-86 As % of OP Fund	1989-90 As % of Op Fund	1990-91 As % of Op Fund
State	12.2	10.2	10.0
<250	10.9	8.9	8.8
250-399	11.3	9.1	8.5
400-599	11.3	9.3	9.0
600-999	12.1	9.8	9.5
1,000-2,499	11.7	9.8	9.6
2,500-7,499	12.4	10.4	10.4
7,500+	13.3	11.5	11.1

Source: LEA's Certified Annual Financial Report
Department of Education

Operation and Maintenance

As a percentage of total operating fund, operation and maintenance expenditures decreased from an average of 12.2 percent in 1985-86 to 10 percent in 1990-91. The decrease was prevalent across all enrollment categories. Decreases also generally occurred across all enrollment categories from 1989-90 to 1990-91. Generally, the percentage spent on operation and maintenance was higher in larger enrollment categories and lower in the smallest enrollment categories.

Table 42

TOTAL ADMINISTRATIVE EXPENDITURES 1985-86, 1989-90 AND 1990-91

Enrollment Category	1985-86 As % of OP Fund	1989-90 As % of Op Fund	1990-91 As % of Op Fund
State	10.2	10.0	10.0
<250	13.0	12.6	12.9
250-399	12.0	12.5	12.3
400-599	11.9	11.7	11.8
600-999	10.6	10.6	10.5
1,000-2,499	10.2	10.0	9.9
2,500-7,499	9.6	9.3	9.3
7,500+	8.9	8.7	8.9

Source: LEA's Certified Annual Financial Report
Department of Education

Table 43

INSTRUCTIONAL EXPENDITURES 1985-86, 1989-90 AND 1990-91

Enrollment Category	1985-86 As % of OP Fund	1989-90 As % of Op Fund	1990-91 As % of Op Fund
State	65.3	67.5	67.7
<250	64.4	66.0	66.4
250-399	63.8	65.9	66.7
400-599	64.6	66.9	67.0
600-999	63.9	67.1	67.0
1,000-2,499	65.6	68.0	67.8
2,500-7,499	66.5	68.3	68.5
7,500+	65.7	67.7	67.9

Source: LEA's Certified Annual Financial Report
Department of Education

Administrative Expenditures

Administrative expenditures, statewide, decreased on the average from 10.2 percent of total operating fund expenditures in 1985-86 to 10 percent in 1990-91. Expenditures vary from a low of 8.9 percent in 1990-91 in districts with enrollments of 7,500 and above to 12.9 percent in districts under 250 enrollment. Administrative expenditures for 1990-91 were essentially the same across all enrollment categories as in the previous year.

Instructional Expenditures

In 1985-86 instructional expenditures accounted for 65.3 percent of total operating funds statewide; this figure increased to 67.5 percent in 1989-90 and to 67.7 percent in 1990-91. The range of expenditures as a percent of total operating fund expenditures was fairly narrow across enrollment categories in 1990-91, with a high of 68.5 percent in districts with enrollments of 2,500-7,499 and a low of 66.4 percent in districts under 250 enrollment.

Object Category Expenditures

The distribution of object category expenditures for 1990-91 is reflected in Figure 7. Salaries account for the major expenditure in both 1985-86 and 1990-91. Salaries decreased slightly as a percent of total operating fund expenditures from 1985-86 to 1990-91, dropping from 68.1 percent in 1985-86 to 67.9 percent in 1990-91. Expenditures decreased also for purchased services, supplies, capital outlay and other expenses. Benefits reflected the only increase rising from 12.9 percent of total operating expenditures to 14.6 percent.

Finance Issues

Public school districts in Iowa experienced a significant amount of financial turmoil during the 1991-92 school year. State foundation aid was reduced 3.87 percent, or $44.1 million. In addition as of June 30, 1992, $321.4 million of state aid had not been paid to school districts for the fiscal year ending June 30, 1992. The new finance formula which was implemented in 1991-92 was altered in 1992 for the 1991-92 school year as well as for future years. The impact, if

Table 44

OBJECT CATEGORY EXPENDITURES AS A PERCENT OF TOTAL OPERATING FUND
1985-86
ENROLLMENT CATEGORY

Object Category	State	<250	250-399	400-599	600-999	1,000-2,499	2,500-7,499	7,500+
Salaries	68.1	65.1	64.9	66.0	65.1	68.1	69.8	70.3
Benefits	12.9	11.4	11.8	12.0	12.0	12.6	13.4	14.2
Purchased Services	9.9	11.2	11.2	11.4	11.4	9.9	8.9	8.8
Supplies	5.7	8.3	7.9	6.6	7.1	5.9	5.0	4.0
Capital Outlay	2.6	2.8	3.1	3.1	3.5	2.8	2.2	1.9
Other Expenses	0.8	1.2	1.1	0.9	0.9	0.7	0.7	0.8

Source: LEA's Certified Annual Financial Report
Department of Education

Table 45

OBJECT CATEGORY EXPENDITURES AS A PERCENT OF TOTAL OPERATING FUND
1990-91
ENROLLMENT CATEGORY

Object Category	State	<250	250-399	400-599	600-999	1,000-2,499	2,500-7,499	7,500+
Salaries	67.9	58.4	64.4	65.1	65.9	68.8	69.7	70.2
Benefits	14.6	12.1	13.2	13.4	14.0	14.4	14.9	16.0
Purchased Services	9.7	20.1	13.0	12.2	10.6	8.6	8.4	8.2
Supplies	5.1	6.2	6.5	6.2	6.1	5.4	4.4	3.8
Capital Outlay	2.2	2.5	2.3	2.6	2.9	2.5	2.1	1.4
Other Expenses	.5	.6	.6	.5	.5	.3	.6	.5

Source: LEA's Certified Annual Financial Report
Department of Education

any, which the state aid and education funding changes made in 1992 will have on programs, staff, or other areas, is not immediately apparent. Expenditure pattern changes may be revealed in future years through information from each district's certified annual report. This will be reported in future *Condition of Education* reports.

The financial health of school districts, as can be ascertained by their ability to meet financial obligations in a timely manner, or the amount of interest paid on debt, or changes in fund balances, or changes in revenues and expenditures, needs to be monitored given the changes in funding and the delays in paying state aid to the districts. One financial concern noted in the 1991-92 school year has been the number of districts found to have overspent their budget authority. The 15 districts found to have overspent budget authority were required by the

School Budget Review Committee (SBRC) to develop plans to correct the situation.

State Aid

The percent of total general fund appropriations going to elementary and secondary education is displayed in Table 46. Included in the state aid amount is the foundation aid, educational excellence, and instructional support. The percent of the general fund appropriations going to support education and relief of property taxes paid to support education has been increasing since the 1988-89 school year. This increase is due to the addition of the Education Excellence Program in 1987-88, the Instructional Support Program in 1991-92, and a change in the foundation level from 80 percent in 1986-87 to 83 percent in 1992-93.

Table 46

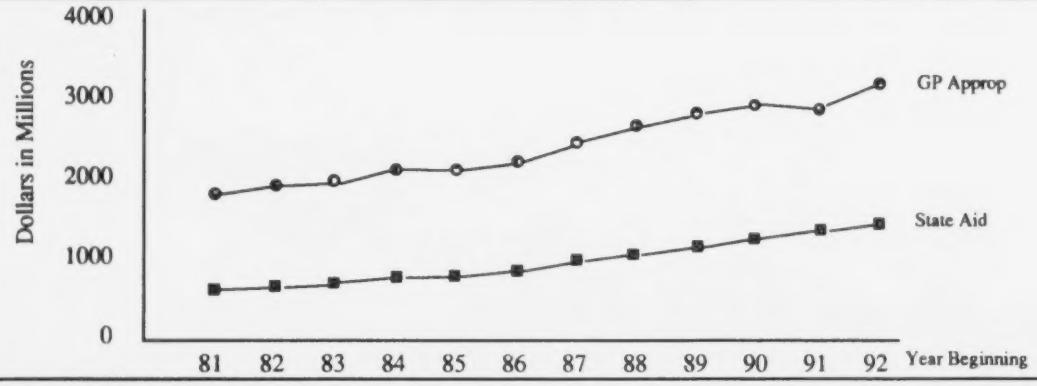
TOTAL GOVERNMENT APPROPRIATIONS (DOLLARS IN MILLIONS)

Year	State Aid to Districts	General Fund Appropriations	Percent
1992-93	$1,273.1	$3,405.6	37.4
1991-92	1,185.4	3,180.3	37.3
1990-91	1,147.7	3,130.9	36.7
1989-90	1,047.8	2,858.6	36.7
1988-89	964.1	2,690.9	35.8
1987-88	905.7	2,447.1	37.0
1986-87	761.1	2,190.2	34.8
1985-86	712.3	2,126.3	33.5
1984-85	708.5	2,088.6	33.9
1983-84	660.3	1,976.6	33.4
1982-83	642.3	1,869.1	34.4
1981-82	621.0	1,771.9	35.0

Source: Iowa Department of Management

Figure 8

STATE AID TO DISTRICTS VS TOTAL GOVERNMENT FUND APPROPRIATIONS 1981-82 THROUGH 1992-93



Source: Iowa Department of Management

Property Taxes

The property taxes levied to support the foundation formula are presented in Table 47, The impact of tax credits on decreasing property taxes and increasing state aid is also shown in the table. Included are the property taxes levied and the property taxes paid after the tax credits for agriculture land, family farms, livestock, and the school portion of homestead and personal property credits are subtracted.

Table 47

PROPERTY TAXES REVENUES GENERATED FOR THE SCHOOL FOUNDATION FORMULA

Year	Property Taxes (Millions)	Property taxes less credits
1992-93	$759.3	$672.7
1991-92	757.0	670.4
1990-91	741.0	651.2
1989-90	718.3	632.5
1988-89	705.4	619.6
1987-88	721.0	601.9
1986-87	751.7	636.4
1985-86	724.3	612.5
1984-85	700.4	597.5
1983-84	680.2	563.2
1982-83	664.0	543.6
1981-82	635.6	518.9

Source: Iowa Budget Report

Income Surtaxes

The use of income surtaxes as a local source of revenue has increased dramatically over the last few years. The income surtax concept has been part of the additional funding of schools since the current method of financing districts was introduced in the early 1970s. The budgeted amounts expected to be collected from an income surtax and the percent increase from the prior year are displayed in Table 48.

Table 48

INCOME SURTAXES

Year	Income Surtax in Millions	Percent Increase
1992-93	$16.2	30.6
1991-92	12.4	122.5
1990-91	5.5	77.4
1989-90	3.1	6.9
1988-89	2.9	52.6
1987-88	1.9	

Source: Annual Aid and Levy Worksheets

Total Elementary and Secondary Budgets

The amount of revenue budgeted by school districts for the 1992-93 school year is approximately $2,367 billion. Table 49 provides a detailed listing of the budget items or various sources of funds. Included are all general fund sources and schoolhouse fund sources except for debt retirement under the schoolhouse fund. The basic formula funding for schools which includes regular program, guarantee, supplemental weighting, and special education provides approximately 77 percent of the revenue for schools. Approximately 4.7 percent of the $2.367 billion dollars will go to support area education agencies. Miscellaneous income for school districts includes estimated revenues, districts anticipate receiving. The largest miscellaneous revenue is the expected state payments for the Educational Excellence Program.

Table 49

FISCAL YEAR 1993 BUDGET DETAIL

Budget Item	Sum	Percent
Regular Program	$1,648,832,187	69.9
Guarantee Amount	9,386,281	0.4
Supplementary Weights	21,291,107	0.9
Special Education	145,319,588	6.1
AEA Media	14,778,997	0.6
AEA Ed Services	16,297,614	0.7
AEA Spec Ed	79,237,211	3.3
TAG SBRC	10,638,671	0.4
Dropout SBRC	12,212,284	0.5
SBRC Other	2,023,346	--
Instructional Support	59,066,005	2.5
Educational Improvement	278,930	--
Asbestos Removal	500,000	--
Enrichment	1,502,246	--
Physical Plant and Equipment	26,265,983	1.1
67.5 Cent School House	28,337,382	1.2
Management Levy	35,316,025	1.5
Playground	1,128,686	--
Miscellaneous		
State	104,326,819	4.4
Federal	54,278,820	2.3
Miscellaneous Tax	3,162,511	.1
Miscellaneous AEA	10,961,247	.5
Local	22,583,590	1.0
Tuition Received	45,084,501	1.9
Transportation Received	1,413,951	--
Investment Income	12,142,547	0.5
Total	$2,367,242,164	

Source: School Budget Master File

Table 50

INTEREST PAID

Year	Net Interest Million	Interest Paid Million	Interest Earned Million
1985-86	$13.3	$1.9	$15.2
1986-87	13.7	2.4	16.1
1987-88	14.9	1.4	16.3
1988-89	18.6	1.8	20.4
1989-90	15.9	2.6	18.5
1990-91	15.5	3.3	18.8

Source: Certified Annual Report

The amount of interest earned, paid and the net difference is displayed in Table 50. Since district's have needed to borrow more funds for cash flow purposes in recent years, it is expected that the amount paid out in interest would be increasing. Interest earned has remained somewhat constant over the last several years.

- Average teacher salaries increased 34.6 percent from 1985-86 to 1991-92 to $29,196. Salaries for 1991-92 were up 4.4 percent over the previous year.
- Average 1991-92 salaries for principals were $46,996, a 33.1 percent increase from 1985-86. Salaries for principals increased 5.3 percent in 1991-92 over the previous year.
- Average salaries for superintendents in 1991-92 were $56,435, up 38.6 percent over 1985-86 salaries and 5.5 percent over the previous year.
- Average teacher salaries as a percent of average principal salaries increased over the period 1985-86 to 1991-92 from 61.4 percent to 62.1 percent. They lost ground to superintendents salaries, accounting for 53.3 percent of average superintendents salaries in 1985-86 and 51.7 percent in 1991-92.
- The percentage of minority teachers, principals and superintendents remains low, increasing slightly for teachers and superintendents and dropping slightly for principals.
- The use of instructional aides by public school districts continues to increase at a substantial rate, up 51 percent since 1985-86 and up 7.8 percent over last year.

Teachers

Age

The average age for full-time public and approved nonpublic school teachers increased from 40 years to 41.6 years and from 36.6 years to 37.7 years, respectively, over the period from 1985-86 to 1991-92. Average ages for both public and nonpublic teachers were down slightly from 1990-91 figures .

Table 51

TEACHER CHARACTERISTICS 1991-92

	Public	Nonpublic
Average age	41.60	37.70
% female	66.70	78.20
% minority	1.35	0.70
% advanced degrees	28.30	12.00
Average total experience	15.40	11.20
Average district experience	11.80	6.60

Source: Basic Educational Data Survey
Department of Education

Distribution of Males and Females

Data indicate that the majority of full-time public and nonpublic teachers are women and that the percentage of female teachers has increased in both public and approved nonpublic schools. In 1991-92, 66.7 percent of public school teachers and 78.2 percent of nonpublic teachers were female. The percent of female teachers in public schools increased 3.9 percentage points from 1985-86 to 1991-92.

Ethnic Distribution

In public schools, minority teachers composed 1.16 percent of all teachers in 1985-86 and 1.35 percent in 1991-92. For nonpublic schools the percentage of minority teachers has increased from .5 percent in 1985-86 to .7 percent in 1991-92.

Formal Education

In 1991-92, 28.26 percent of full-time public school teachers held advanced degrees, compared to 28.9 percent in 1985-86. In 1991-92, 12.1 percent of full-time, nonpublic school teachers held advanced degrees, compared to 12.9 percent in the year prior and 16 percent in 1985-86.

In both 1985-86 and 1991-92, districts in larger enrollment categories had higher percentages of teachers with advanced degrees than districts in smaller enrollment categories. For example, in 1991-92 the largest districts, on the average, had more than five times the percentage of teachers with advanced degrees than districts in the smallest enrollment category.

In 1991-92, five of the seven enrollment categories reported a smaller percentage of teachers with advanced degrees compared to 1985-86 figures. Only districts in enrollment categories 400-599 and 600-999 reported an increase in the percentage of teachers with advanced degrees.

Professional Experience in Education

The average total experience of full-time public school teachers has continued to increase. In 1985-86 total experience averaged 14.3 years and increased to 15.3 years in 1990-91 and to 15.4 years in 1991-92. Average total experience varied across enrollment categories, from 11.1 years in districts under 250 enrollment to 16.5 years in districts with enrollments of 2,500-7,499. The average total experience for nonpublic teachers has also increased, rising from 11 years in 1985-86 to 11.1 in 1990-91 and to 11.2 in the current school year.

Advanced Degrees

In 1991-92, 28.3 percent of public school teachers statewide held advanced degrees ,compared to 28.9 percent in 1985-86. Twelve percent of nonpublic teachers in 1991-92 held advanced degrees, compared to 16 percent in 1985-86. School districts in larger enrollment categories had higher percentages of teachers with advanced degrees than smaller districts. In the larger districts 42.4 percent of teachers held advanced degrees, five times the percentage in the smallest districts.

District Experience

Average tenure in a given district has increased for public school teachers from 10.6 years in 1985-86 to 11.8 years in 1991-92. Average district experience was up across all enrollment categories in 1991-92 over 1985-86 figures. The range in average district experience was 4.8 years, with teachers in districts with enrollments under 250 reporting 7.9 years and teachers in districts with enrollments of 2,500-7,499 reporting 12.7 years. Average district experience for nonpublic teachers was up from 5.7 years in 1985-86 to 6.6 years in 1991-92.

Salaries

Salaries for full-time public school teachers increased an average of 34.8 percent statewide, rising from $21,690 in 1985-86 to $29,196 in 1991-92. The range in average salaries across enrollment categories in 1985-86 was $7,694 and $8,884 in 1991-91. In 1985-86 average teacher salaries in the smallest schools were about 68 percent of average teacher salaries in the largest schools. In 1991-92 teacher salaries in the smallest districts were about 73 percent of average salaries for teachers in the largest school districts. During the time period from 1985-86 to 1990-91, teacher salaries increased in relationship to enrollment category, with the smallest districts increasing 33.1 percent statewide, (Table 52).

Table 52

AVERAGE SALARY OF FULL-TIME PUBLIC SCHOOL TEACHERS BY ENROLLMENT CATEGORY

Enrollment Category	Average Salary 1985-86	1990-91*	1991-92*	Percent Change 1985-86 to 1991-92	1990-91 to 1991-92
State	$21,690	$27,977	$29,196	34.6	4.4
<250	16,347	22,051	23,143	41.6	5.0
250-399	17,971	23,512	24,643	37.1	4.8
400-599	19,198	25,024	26,129	36.1	4.4
600-999	20,079	26,058	27,146	35.2	4.2
1,000-2,499	21,616	27,899	29,165	34.9	4.5
2,500-7,499	23,835	30,625	32,027	34.4	4.6
7,500+	24,041	30,700	31,762	32.1	3.4

*Does not include Phase III funds
Source: Basic Educational Data Survey
Department of Education

Principals

Age

The average age for both public and nonpublic school principals increased slightly from 1985-86 to 1991-92. For public school principals, average age increased from 46.6 years to 46.9 years, and for nonpublic principals average age increased from 46 to 46.9 years. In 1991-92, as in 1985-86, incremental increases in age of principals generally occurred with increases in enrollment.

Table 53

PRINCIPAL CHARACTERISTICS 1991-92

	Public	Nonpublic
Average age	46.90	46.90
% female	16.50	43.60
% minority	2.60	0.60
% advanced degrees	99.12	92.10
Average total experience	22.30	21.60
Average district experience	12.40	5.20

Source: Basic Educational Data Survey
Department of Education

Distribution of Males and Females

In 1985-86, 8.7 percent of full-time public school principals were female. In 1991-92 the percent of female principals was 16.5 percent, nearly double the 1985-86 figure. In nonpublic schools the percentage of female principals decreased from 49.5 percent in 1985-86 to 43.6 percent in 1991-92.

Ethnic Distribution

Minority principals in public schools accounted for 1.6 percent of all principals in 1985-86. In 1991-92, 2.6 percent of public school principals were minorities, down slightly from 2.7 percent in the previous year. In nonpublic schools there were no minority principals in 1985-86. In 1991-92, .6 percent of nonpublic principals were minorities.

Formal Education

In 1991-92, 98.9 percent of full-time public school principals held advanced degrees, nearly the same as in the previous year and in 1985-86. Districts in enrollment categories of 2,500 or more students exceeded the percentage of principals with advanced degrees in all other categories by a margin of at least two to one. In nonpublic schools 92.1 percent of all full-time principals held advanced degrees in 1991-92, compared to 97.7 percent in 1985-86.

Experience in Education

Total experience in education has increased for public school principals from 21.9 years in 1985-86 to 22.3 years in 1991-92. Total experience in 1991-92 was similar in districts where enrollments exceeded 600. For districts under 600 enrollment total experience was generally two to seven years less. Total experience for nonpublic principals remained relatively constant from 1985-86 to 1991-92 at about 21.5 years.

Average district experience, or longevity in a given district, decreased slightly from 13.3 years in 1985-86 to 12.4 years in 1991-92, statewide. While longevity decreased across all enrollment categories, it decreased substantially in districts under 250 enrollment. Average district experience for nonpublic principals decreased from six years in 1985-86 to an average of 5.2 years in 1991-92.

Salaries

The average salary for public school principals was $46,996 in 1991-92, compared to $44,644 in the prior year and $35,313 in 1985-86. From 1985-86 to 1991-92 principals' salaries increased

Table 54

AVERAGE SALARIES OF FULL-TIME PUBLIC SCHOOL PRINCIPALS BY ENROLLMENT CATEGORY

Enrollment Category	Year 1985-86	1990-91	1991-92	Percent Change 1990-91 to 1991-92	1985-86 to 1991-92
State	$35,313	$44,644	$46,996	5.3	33.1
<250	26,399	33,164	34,791	4.9	31.8
250-399	28,387	36,299	38,311	5.5	35.0
400-599	31,095	39,071	40,769	4.3	31.1
600-999	33,428	42,101	43,881	4.2	31.3
1,000-2,499	36,427	46,516	48,748	4.8	33.8
2,500-7,499	39,465	50,581	53,417	5.6	35.4
7,500+	39,584	50,746	53,125	4.7	34.2

Source: Basic Educational Data Survey
Department of Education

an average of 33.1 percent. Percentage increases across enrollment categories were in the 31 to 35 percent area. No pattern in percentage increases across enrollment categories was apparent. The range in principals' salaries across enrollment categories was $18,626, with the highest salaries associated with larger enrollment categories. The average salary for nonpublic school principals increased from $14,100 in 1985-86 to $26,906 in 1991-92, up from an average of $22,539 in 1990-91. The increase in salaries from 1985-86 to 1991-92 represents an increase of 90.8 percent for the period.

Superintendents

Age

The average age for public school superintendents in 1991-92 was 49.9 years compared to 50.5 years in the prior year and 48.7 years in 1985-86. The range in age across enrollment categories was about four years. The average age for nonpublic superintendents was 49.8 in 1991-92, although there were only five nonpublic superintendents.

Table 55

SUPERINTENDENT CHARACTERISTICS 1991-92

	Public	Nonpublic
Average age	49.90	49.80
% female	3.20	0.00
% minority	0.58	0.00
% advanced degrees	87.50	100.00
Average total experience	24.60	23.40
Average district experience	7.80	2.40

Source: Basic Educational Data Survey
Department of Education

Distribution of Males and Females

In 1991-92, 3.2 percent of full-time public school superintendents were female, compared to 2.8 percent in the prior year and 1.6 percent in 1985-86.

Table 56

AVERAGE SALARIES OF FULL-TIME PUBLIC SCHOOL SUPERINTENDENTS BY ENROLLMENT CATEGORY

Enrollment Category	Year 1985-86	1990-91	1991-92	Percent Change 1990-91 to 1991-92	1985-86 to 1991-92
State	$40,710	$53,479	$56,435	5.5	38.6
<250	33,597	44,362	46,174	4.1	37.4
250-399	34,060	46,069	47,545	3.2	39.6
400-599	39,213	49,407	51,971	5.2	32.5
600-999	41,482	52,821	54,855	3.9	32.2
1,000-2,499	47,288	60,274	62,667	4.0	32.5
2,500-7,499	55,110	71,399	75,752	6.1	37.5
7,500+	62,235	81,520	86,295	5.9	38.7

Source: Basic Educational Data Survey
Department of Education

Ethnic Distribution

In 1991-92, .58 percent of full-time public school superintendents were minorities. This compared to 1.35 percent for teachers and 2.6 percent for principals. In the prior year there were no minority superintendents, nor were there any minority superintendents in 1985-86. There were no minority nonpublic superintendents in 1991-91.

Formal Education

In 1985-86, 50.9 percent of public school superintendents held specialist or doctorate degrees, compared to 47.4 percent in 1991-92 and 47.7 percent in 1990-91. For the 1991-92 school year the percentage of superintendents with specialist and doctorate degrees was directly associated with enrollment categories, with the percentages of advanced degrees increasing with each increase in enrollment.

Experience in Education

The average total experience in education for full-time public school superintendents in 1991-92 was 24.6 years, compared to 24.2 years in the prior year and 23.6 years in 1985-86. Little difference in average total experience across enrollment categories was apparent. Average district longevity has decreased over time from 8.8 years in 1985-86 to eight years in 1990-91 and 7.8 years in 1991-92.

Salaries

Average salaries for public school superintendents, statewide, have risen from $40,710 in 1985-86 to $56,435 in 1991-92, an increase of 38.6 percent over the period. Salaries increased an average of 5.5 percent statewide over the 1990-91 school year. The range in average salaries across enrollment categories was $40,121 in 1991-92, compared to $38,158 in 1990-91 and $26,638 in 1985-86. Average salaries in 1991-92 were higher for each successively higher enrollment category.

Pupil-Teacher Ratios

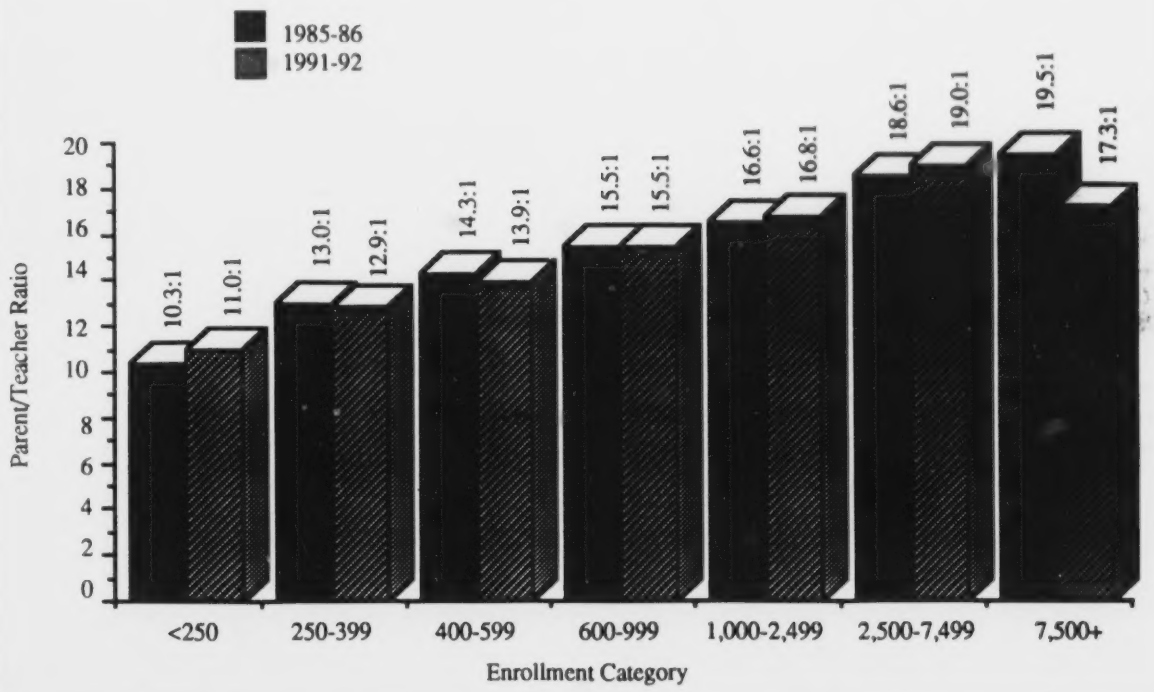
In 1991-92, pupil-teacher ratios statewide ranged from a high of 17.8:1 in grade 5 to a low of 13.4:1

in grade 12 (Kindergarten pupil-teacher ratios are excluded because of the variety of attendance alternatives offered by districts.) Ratios across all grades were generally up, compared to 1990-91 figures. The K-12 ratio was 16.3:1 in 1991-92 compared to 16.2:1 in the previous year and 16.6:1 in 1985-86. Pupil-teacher ratios for K-12 changed only slightly across enrollment categories from 1985-86 to 1991-92 except in districts with enrollments of 7,500 and above, where K-12 ratios dropped from 19.5:1 to 17.3:1.

Nonpublic K-12 ratios increased slightly from 18.1:1 in 1985-86 to 18.3:1 in 1991-92. Excluding kindergarten, ratios ranged from 20:1 in grade four to 13.2:1 in grade 12.

Figure 9

AVERAGE PUPIL-TEACHER RATIO BY ENROLLMENT CATEGORY



Source: Basic Educational Data Survey
Department of Education

Table 57

FULL-TIME EQUIVALENT INSTRUCTIONAL AIDES IN PUBLIC SCHOOLS

Enrollment Category	No. of Aides 1985-86	No. of Aides 1991-92	Pupil-Aide Ratio 1991-92	% Change in No. of Aides 1985-86 to 1991-92
State	2,668.6	4,029.6	120.7:1	51.0
<250	40.1	60.2	142.3:1	50.1
250-399	124.2	179.3	137.5:1	44.4
400-599	167.5	246.5	198.4:1	47.2
600-999	249.1	388.4	176.4:1	55.9
1,000-2,499	605.9	988.6	121.7:1	63.2
2,500-7,499	625.7	895.8	106.0:1	43.2
7,500+	856.1	1,270.8	94.7:1	48.4

Source: Basic Educational Data Survey
Department of Education

Instructional Aides

The number of pupils per classroom aide has dropped substantially, from 182:1 in 1985-86 to 128:1 in 1990-91 and to just under 121:1 in the current year. Statewide, the number of instructional aides has increased 51 percent since 1985-86, increasing from 2,668.6 FTE to 4,029.6 FTE. The greatest increase, 62.3 percent, in the number of instructional aides occurred for districts with enrollments of 1,000-2,499. Other increases ranged from 43.2 percent to 55.9 percent. Pupil-aide ratios were lowest for the largest districts and highest for districts with enrollments of 400-599.

- The average number of total curriculum units has increased 13.7 percent statewide from 1985-86 to 1991-92. Average unit offerings in the current year are up slightly over the previous school year.

- The range in unit offerings is greater within a given enrollment category than it is from one enrollment category to the next.

- The average number of curriculum units offered in English/language arts, mathematics, science, social studies and foreign language increased over the period from 1985-86 to 1991-92, while vocational education units decreased over the period, although remaining well above minimum state requirements.

Table 58

AVERAGE NUMBER OF UNITS OFFERED IN 1985-86 AND 1991-92 AND PERCENT CHANGE IN UNITS OFFERED SINCE 1985-86 IN PUBLIC SCHOOL DISTRICTS

Area	Minimum Standard	Average Units 1985-86	Average Units 1991-92	% Change 1985-86 to 1991-92
Total Units	36	54.2	61.6	13.7
English/language arts	6	6.9	8.0	15.9
Math	6	7.2	8.1	12.5
Science	5	5.6	6.3	12.5
Social Studies	5	4.9	5.7	16.3
Foreign language	4	3.6	5.4	50.0
Vocational education	5	19.5	18.8	-3.6

Source: Basic Educational Data Survey
Department of Education

Total Curriculum Units

For the state, average unit offerings in 1985-86 were 54.2 units as compared with 61.6 units in 1991-92. Statewide, unit offerings were up 13.7 percent over the period. The largest percentage increase in total units occurred for districts with enrollments under 250. The 1991-92 figure represents a slight increase in average offerings over the previous school year. Increases in units offered occurred across all enrollment categories from 1985-86 to 1991-92. The minimum units offered in 1991-92 was 36.3 while maximum units offered totaled 240.5. The range of units offered within enrollment categories was in general quite wide and, excluding the largest enrollment category, was greater than the range of units offered across enrollment categories.

Average offerings in the smallest enrollment category accounted for just under 31 percent of average units offered in the largest enrollment categories. Average unit offerings in enrollment categories under 1,000 increased in small increments with increases in enrollment. Increases in unit offerings between enrollment categories with enrollments of 1,000 and above were more substantial.

Subject Area Curriculum Units

English/Language Arts

English/language arts units offered increased from an average of 6.9 units in 1985-86 to eight units in 1991-92. Average offerings across all enrollment categories showed increases over the period. The range in average units offered in 1991-92 across enrollment categories was 15.8 units. From 1985-86 to 1991-92 units increased 15.9 percent statewide, ranging from an increase of 7.9 percent in districts with enrollments of 400-599 to 28 percent in districts with enrollments under 250.

Mathematics

Average unit offerings for mathematics increased from 7.2 in 1985-86 to 8.1 in 1991-92. This

represents an average, statewide, of 12.5 percent. Increases in the average number of mathematics units offered ranged from 5.7 percent in districts with enrollments of 600-999 to 17.3 percent in districts with enrollments of 2,500-7,499 and above.

Compared to the previous school year, average mathematics units were up only in districts with enrollments of 7,500 and above.

Science

Science units increased statewide from 5.6 units in 1985-86 to an average of 6.3 units in 1991-92. This represents an average increase of 12.5 percent in the number of science units offered. Percentage increases varied from 5.3 percent in districts with enrollments of 600-999 to 16 percent in districts with enrollments of 2,500-7,499. On a statewide basis the average number of science units in 1991-92 remained unchanged from the previous year.

Social Studies

The average number of units offered in social studies rose from 4.9 units in 1985-86 to 5.4 units in 1990-91 and to 5.7 units in 1991-92. This represents an increase overall of 16.3 percent from 1985-86 to the current school year. The greatest percentage increase in average offerings, 28.6 percent, was reported by districts under 250 enrollment and the smallest, 7.1 percent, by districts with enrollments of 1,000-2,499. Average units across enrollment categories from 1990-91 to 1991-92 remained relatively constant ,except for districts with enrollments of 7,500 and above, where average units increased from 10.3 to 11.

Foreign Language

In reviewing the foreign language unit offerings it should be noted that state mandated offerings for foreign language doubled from 1985-86 to 1991-92 and further, that districts were allowed

Table 59

AVERAGE NUMBER OF UNITS OFFERED IN 1991-92 IN PUBLIC SCHOOLS
ENROLLMENT CATEGORY

Area	<250	250-399	400-599	600-999	1,000-2,499	2,500-7,499	7,500+
Total Units	49.7	49.4	54.1	55.3	69.3	95.3	162.2
English/language arts	6.4	6.5	6.8	7.2	8.9	13.1	22.2
Math	7.2	6.9	7.3	7.4	9.1	11.5	14.2
Science	5.3	5.3	5.8	6.0	6.6	9.4	11.1
Social Studies	5.4	5.3	5.3	5.4	6.0	7.8	11.0
Foreign language	4.0	4.1	3.9	4.3	6.6	11.5	17.9
Vocational education	14.0	14.1	16.5	16.8	21.9	27.6	55.8

Source: Basic Educational Data Survey
Department of Education

the opportunity to apply for waivers, thus explaining why average offerings in some instances fall below minimum requirements.

Foreign language units ,statewide, increased from an average of 3.6 units in 1985-86 to 5.4 units in 1991-92. The average number of units across enrollment categories varied widely from an average of four units in the smallest districts to an average of nearly 18 units in the largest districts. In terms of the percentage change in average units offered from 1985-86 to 1991-92, the smallest districts had the greatest percentage increase. Statewide, the percentage increase in unit offerings was 50 percent for the period.

Vocational Education

For the state, average vocational education unit offerings decreased from 1985-86 to 1991-92, from an average of 19.5 units to 18.8 units. The decrease in average units offered impacted all enrollment categories except those with enrollments under 250. The range in average units offered, across enrollment categories, was 41.8 units in 1991-92. The percentage change in average vocational units over the period from 1985-86 to 1991-92 reflects decreases across all but the smallest enrollment category, ranging from a 20.4 percent decrease in districts with enrollments of 7,500 and above to a 4.1 percent decrease in districts with enrollments of 250-399.

The role of the community college is changing in order to maintain currency and vitality as the 21st century approaches. Issues of administrative and instructional use of technology, curricula essential to our global society, ensuring equity and opportunity for our diverse populations, and continuing staff development for faculty and staff to better serve our diverse populations must be addressed. The stage has been set for Iowa's community colleges to proactively face these significant challenges.

This year Iowa's community college system celebrates its twenty-fifth year, focusing on the excellence and opportunities which the community colleges provide to the communities they serve. In line with this benchmark, this is the first *Condition of Education Report* to be issued for the community colleges. This report provides Iowans with a snapshot of the community colleges and an overview of some accomplishments and future challenges.

A significant amount of change has occurred within the community college system over the past two years. Accomplishments range from a modification in the state governance structure to the approval of the last technical institute to become a comprehensive community college.

FACTS

Community colleges have emerged as the nation's fastest growing segment of education. (John Naisbitt, futurist)

Iowa's community colleges are open admissions institutions that provide access to high quality postsecondary education for many people traditionally left out of higher education.

All Iowans are provided geographic accessibility to higher education through Iowa's 15 community college districts.

Each community college is governed by a locally elected board of trustees representing the residents of the district.

All Iowa community colleges are now comprehensive institutions, offering curricula in arts and sciences; vocational-technical and occupational education; and adult and continuing education.

Financial

In constant 1990 dollars, the costs of attendance at our nation's community colleges rose only one percent per year over the last decade, less than half the rate of increase in public four-year colleges and universities.

State aid accounted for 50.8 percent of Iowa community college revenue in fiscal year 1992. Other major sources of revenue include local property taxes (7.2 percent), tuition and fees (32.4 percent) and federal aid (4.8 percent).

Enrollment

Just over 52 percent (18,496) of the new freshmen in Iowa colleges and universities in the fall of 1991 were enrolled at public community colleges.

Iowa's community colleges generated a full-time equivalent enrollment (FTEE) of 62,907 in fiscal year 1992. The average cost per FTEE was $3,316; the average state general aid expended per FTEE was $1,647.

In fiscal year 1992, a total of 674,476 people were served through community college credit and non-credit programs and courses.

Students

The average age of credit students in community colleges is 27.

Five percent of community college students in 1992 were people of color, compared with 3.1 percent of the total population of the state, according to the 1990 census.

In the fall of 1991, 57.6 percent of credit students in Iowa community colleges were women.

Community college graduates tend to remain in Iowa to a much greater extent than graduates from other sectors of higher education. In 1988, for example, 86.4 percent of community college alumni were Iowa residents.

Instruction

Iowa community colleges provide a total of 949 separate college credit program offerings.

5,968 individuals serve on 550 advisory committees for vocational-technical and occupational programs at Iowa's community colleges.

All community college faculty are trained and experienced in their instructional area; all faculty teaching half-time or more are licensed by the state of Iowa.

In Iowa, the community colleges are responsible

for literacy education, adult basic education, and high school equivalency preparation. In fiscal year 1992, 47,091 people were served through these programs.

Outcomes

Eighty-nine percent of Iowa businesses regularly served by community college adult vocational training/retraining instructional programs have indicated that the programs had met their re-training needs.

Students who transfer from an Iowa community college to one of the three state universities perform as well during their last two years as do student who entered the university as freshmen.

ACCOMPLISHMENTS

Governance

The Community College Council was established in 1990 by act of the General Assembly to advise the State Board of Education on substantial issues which are directly related to the community college system. The Council is composed of six members; four State Board of Education members (three of which have significant knowledge of community college issues); one community college president; and one community college trustee. The Council has served as an advisory body and resource to the State Board of Education, received and acted on issues referred by the State Board of Education, made recommendations on policy issues, reported on items for consideration and/or action and assisted the State Board of Education in understanding current and emerging issues.

Northeast Iowa Community College received State Board of Education approval to add an Associate in Arts degree in 1991, based upon recommendation of the Community College Council. Hawkeye Institute of Technology became a comprehensive community college as of January 1992, based upon recommendation of the Community College Council and approval by the State Board of Education. This was the last institution in the system to add an arts and sciences component.

Policy Development

Based upon recommendation of the Community College Council a policy on services to community college students with disabilities was developed and approved by the State Board of Education in October 1990.

In February 1992, the State Board of Education approved a vision for vocational-technical education in Iowa for the 21st century based upon a report entitled, *A Vision for Vocational-Technical Education in Iowa for the 21st Century: A Report of Recommendations of the Vocational-Technical Education Task Force.* This report represented a collaborative effort of a task force composed of four secondary personnel, four community college personnel, one State Council on Vocational Education representative and one higher education representative. This action completed one goal within the state strategic plan and charted a direction for vocational-technical education in Iowa.

Planning

In 1990, a major study of critical issues facing the community colleges culminated in a report entitled "Strengthening Community College Linkages." Management information system (MIS) and distance learning, strategic planning and assessment of quality were identified as the most important strategic planning issues for the next five years.

"Iowa Community College Strategic Planning Philosophy," a critical issues document, was developed by the community college presidents and trustees and submitted to the Department of Education in October 1990, for inclusion in the planning process.

A strategic plan for the community college system was developed by a statewide group of community college representatives and approved by the State Board of Education in December 1991. The plan is included in *Education is Iowa's Future: The State Plan for Educational Excellence in the 21st Century.*

Image

A public service announcement on community college partnerships with business, labor and industry was developed as a collaborative effort and has been aired since February 1990.

A 25th anniversary celebration was held in April 1992, honoring individuals involved in the establishment of the community college system in 1967. A silver anniversary report was issued during the ceremony.

DATA

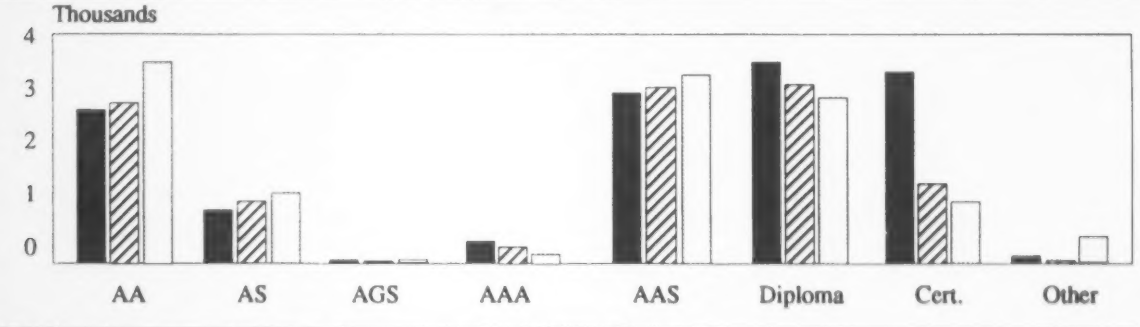
Learner Outcomes

Degrees/Awards Granted

Community college students completing credit programs are awarded one of five types of degrees, diplomas or certificates. Students completing arts and sciences programs receive the Associate in Arts, Associate in Science or Associate in General Studies. Students completing vocational programs are awarded certificates, diplomas or one of two degrees: the Associate in Applied Arts or the Associate in Applied Science.

Figure 10

DEGREES AND OTHER AWARDS GRANTED

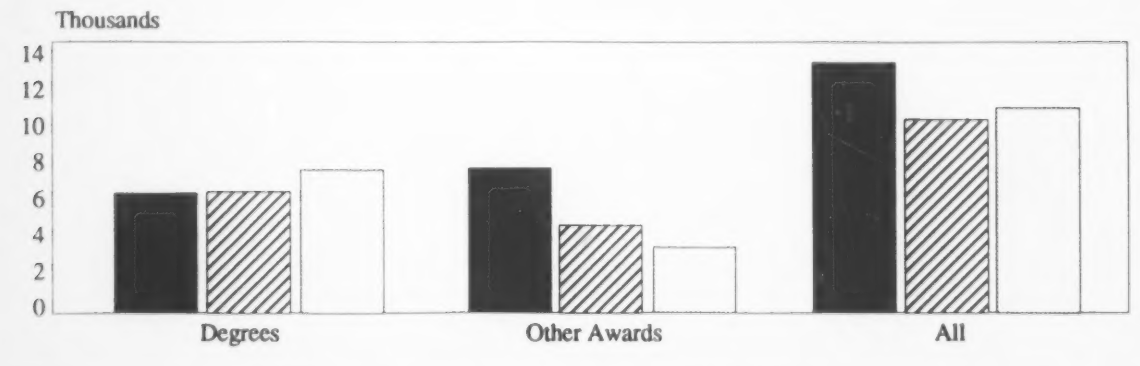


Fiscal Year 1992 data contains estimated figures for Southwestern Community College.
Source: Iowa Department of Education Survey

FY 90 FY 91 FY 92

Figure 11

TOTALS: DEGREES AND OTHER AWARDS



Fiscal Year 1992 data contains estimated figures for Southwestern Community College.
Source: Iowa Department of Education Survey

FY 90 FY 91 FY 92

The total number of awards granted decreased significantly from fiscal year 1990 (1989-90 school year) to fiscal year 1991 and rose again in fiscal year 1992. The decrease is accounted for by a substantial decrease in the number of certificates awarded and a smaller decrease in diplomas. The rise from 1991 to 1992 is due to increases in degrees awarded. One possible explanation for this shift from certificates and diplomas to degrees could be the tighter job market and students enrolling in the longer degree programs in order to gain additional skills for employment.

Additionally, as of January 1992, all 15 community colleges in Iowa offer comprehensive educational programs that include liberal arts. Several institutions that had offered primarily vocational-technical programs in the past have recently added an arts and science curriculum. Among those most recently achieving comprehensive community college status are Northeast Iowa community College in Calmar and Peosta, and Hawkeye Institute of Technology in Waterloo. This expansion of educational opportunities may also be in part responsible for the shift to degree programs.

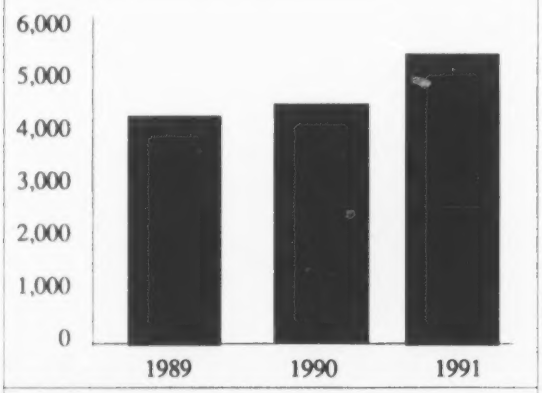
Number of High School Equivalency Diplomas Awarded

All community colleges in the state offer high school equivalency courses to prepare students for the General Educational Development (GED) tests, a series of five standardized examinations leading to a state-awarded high school equivalency diploma. Since 1966, over 123,000 Iowa adults have earned this diploma, and more take advantage of the opportunity each year.

A second option offered by several community colleges is an adult high school diploma program in which students accumulate credits by taking traditional high school-level courses. The students may transfer credits to their home high school, or, in some cases, they may receive an adult high school diploma from the community college.

Figure 12

HIGH SCHOOL EQUIVALENCY AWARDS GRANTED



Source: Iowa Department of Education

Economic Development

Many businesses and industries across Iowa have joined in partnership with the community colleges to deliver training and basic skills to their employees. Since 1983, community colleges have become the dominant role-player in the delivery of economic development services throughout the state. All training and retraining resulting from state initiatives is conducted through community colleges. One of those state initiatives, the Industrial New Jobs Training Act, has resulted in the creation of 42,694 new jobs.

All 15 community colleges in Iowa are well equipped to handle the training needs of business and industry and can respond quickly to their requests for special classes. In the following graph, fiscal year 1992, figures are not available for the Iowa Industrial New Jobs Training Program and the Small Business New Jobs Training Program.

Figure 13

ECONOMIC DEVELOPMENT

Industrial = Iowa Industrial New Jobs Training Program
Small Business = Small Business New Jobs Training program
Retraining = Iowa Retraining Program
Source: Iowa Department of Economic Development

Table 60

FALL TERM ENROLLMENT

	Full-Time		Part-Time		
	Male	Female	Male	Female	Total
FY 90					
Arts and Sciences	6,003	5,826	4,510	8,377	24,716
College and Parallel-Career Option	1,237	1,575	495	1,030	4,337
Vocational-Technical	6,639	7,334	1,741	2,981	18,695
High School Coop	0	0	944	659	1,603
Total	**13,879**	**14,735**	**7,690**	**13,047**	**49,351**
FY 91					
Arts and Sciences	6,233	6,188	4,854	9,027	26,302
College Parallel-Career Option	1,279	1,707	535	1,174	4,695
Vocational-Technical	6,423	7,231	1,637	3,390	18,681
High School Coop	12	29	1,007	702	1,750
Total	**13,947**	**15,155**	**8,033**	**14,293**	**51,428**
FY 92					
Arts and Sciences	6,708	6,832	5,107	9,768	28,415
College Parallel-Career Option	1,287	1,697	564	1,203	4,751
Vocational-Technical	6,334	7,211	1,836	3,658	19,039
High School Coop	8	18	1,112	817	1,955
Total	**14,337**	**15,758**	**8,619**	**15,446**	**54,160**

Source: Iowa Department of Education Survey

Enrollments

Fall Term Enrollment

Community college enrollments have continued to increase annually. The most dramatic increase has been in liberal arts and sciences, a 13 percent increase from the fall term of 1989 to the fall term of 1991. Table 60 shows fall term enrollment in credit programs. Each student is counted only once, even though they may have dropped

one program and entered another. College parallel-career option programs prepare students in vocational and technical areas and give them the option of seeking immediate employment or transferring to four-year colleges and universities. Vocational-technical programs prepare students for entry level jobs. High school cooperative programs are jointly administered by the community college and the secondary school and taught in the high school for high school credit.

Total Number of Persons Served

Community colleges reach the greatest number of persons in the community through non-college credit programs. Vocational supplementary programs such as training to prepare employed people for career advancement in their field were pursued by over 400,000 people during the 1991-92 school year. Adult basic education, literacy, high school completion, continuing education, recreational programs, and economic development efforts of the colleges reached another 172,000 people that year. Table 61 shows the total number of people who enrolled in the community colleges over the past three years. It is possible for a person to be counted more than once in any year if that person finished or dropped one program and entered another.

Full-Time and Part-Time Enrollments

Traditionally, credit programs were designed for full-time enrollment and non-credit programs

Table 61

TOTAL NUMBER OF PERSONS SERVED BY COMMUNITY COLLEGES

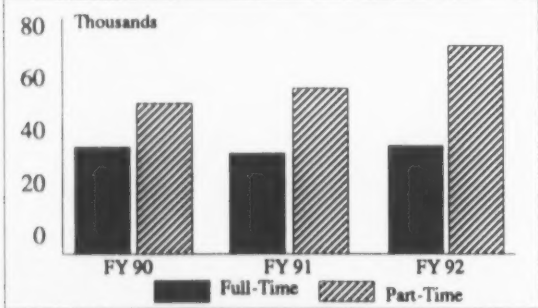
	Fiscal Year 1990		Fiscal Year 1991		Fiscal Year 1992	
	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time
Credit Programs						
Arts and Sciences	18,324	29,383	18,314	31,207	20,606	32,611
Vocational/Technical-Preparatory	18,235	24,182	18,566	27,344	17,148	17,585
Secondary Jointly Administered	4	2,018	0	1,261	2	2,131
Developmental Education**					4,113	19,168
Totals Credit Programs	**36,563**	**55,583**	**36,880**	**59,812**	**41,869**	**71,495**
Non-credit Programs						
Vocational/Technical-Supplementary	0	346,674	0	404,800	114	430,369
Adult Basic Ed/High School Comp.	0	44,874	14	46,711	0	47,091
Continuing and General Education	0	50,182	64	50,456	0	51,288
Continuing Ed. and Avocational/Recreation*	0	67,091	0	65,813	0	66,210
Economic Development	0	7,475	0	12,351	0	8,023
Totals Non-Credit Programs	**0**	**516,296**	**78**	**580,131**	**114**	**602,981**
Total All Programs	**36,563**	**571,879**	**36,958**	**639,943**	**41,983**	**674,476**

*Avocational/recreational programs are not eligible for state reimbursement.
**Not reported separately until Fiscal Year 1992.
Source: Iowa Department of Education Survey

for the part-time student. Iowa's community colleges have been challenged by the larger numbers of students pursuing credit programs on a part-time basis. Provisions for these students have been made through class scheduling in more traditional daytime programs, so that a student attending part of a day may still complete a program in a reasonable amount of time, and through evening and weekend programs specifically tailored to the part-time student who cannot attend during traditional daytime hours.

Figure 14

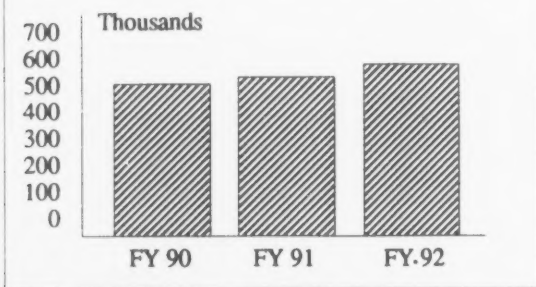
CREDIT PROGRAM ENROLLMENTS



Source: Iowa Department of Education Survey

Figure 15

NON-CREDIT PROGRAM ENROLLMENTS
PART-TIME STUDENTS



Source: Iowa Department of Education Survey

The non-credit program enrollments in Figure 15 do not include full-time students; 78 were reported in fiscal year 1991 and 114 in fiscal year 1992.

Postsecondary Enrollment Options

Many community colleges are taking advantage of Iowa's Postsecondary Enrollment Options Act to provide greater opportunities to area high school students. Secondary students have the opportunity to take college-level courses, taught by community college faculty in the high school. During the 1990-91 school year 307 secondary students took advantage of this opportunity. In the 1991-92 school year this number rose to 878.

Learner Characteristics

Community college students are representative of Iowa's population. Minority enrollment is increasing; women make up more than 50 percent of students in arts and sciences, career option, and vocational-technical credit programs.

Table 62

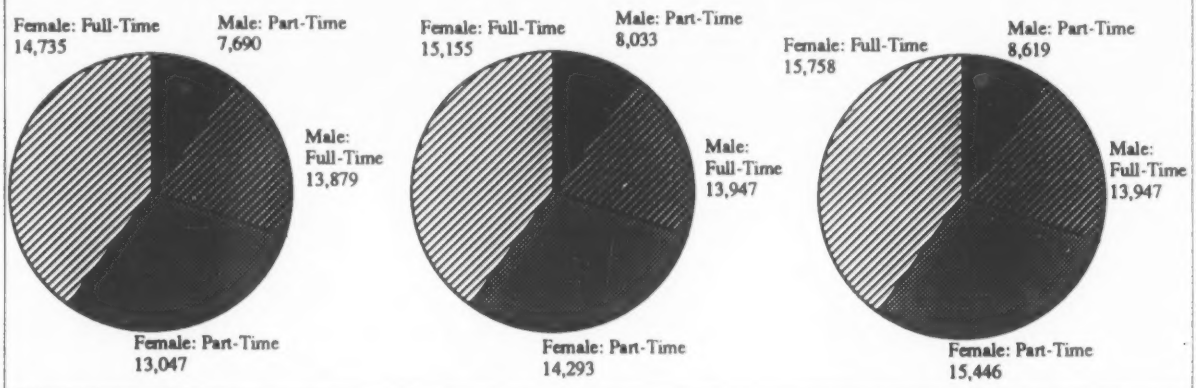
FALL TERM ENROLLMENT BY ETHNIC GROUP

	FY 91		FY 92		% Change
	No.	%	No.	%	91-92
Native American/ Alaskan	197	.16	225	.45	12.4
Asian/ Pacific Islands	494	1.03	531	1.07	7.0
Black	1,066	2.23	1,195	2.40	10.8
Hispanic	381	.80	442	.89	13.8
White	45,354	94.86	46,960	94.44	3.4
Non-Resident Alien	321	.67	374	.75	14.2

Source: Iowa Department of Education

Figure 16

CREDIT PROGRAM ENROLLMENT BY GENDER AND ENROLLMENT STATUS

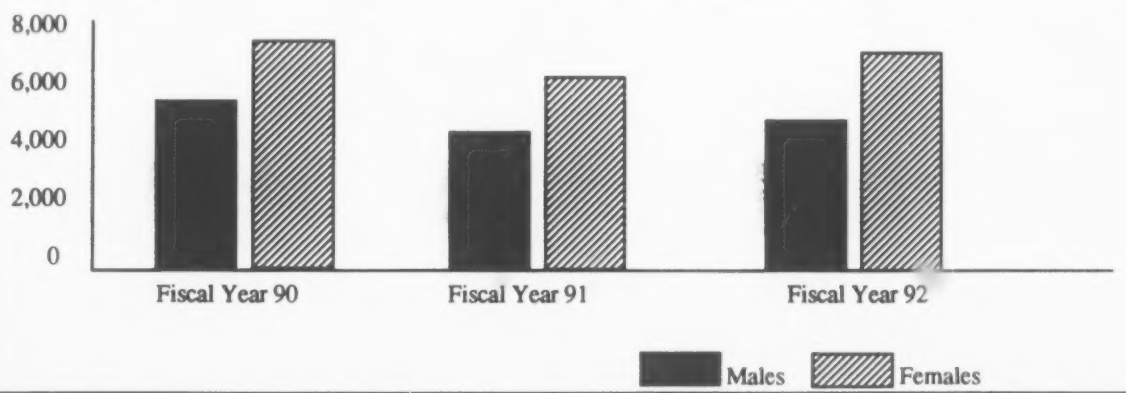


Fiscal 90	Fiscal 91	Fiscal 92
Total Enrollment: 49,351	Total Enrollment: 51,428	Total Enrollment: 54,160

Source: Iowa Department of Education Survey

Figure 17

DEGREES AND OTHER AWARDS GRANTED BY GENDER



Source: Iowa Department of Education Survey

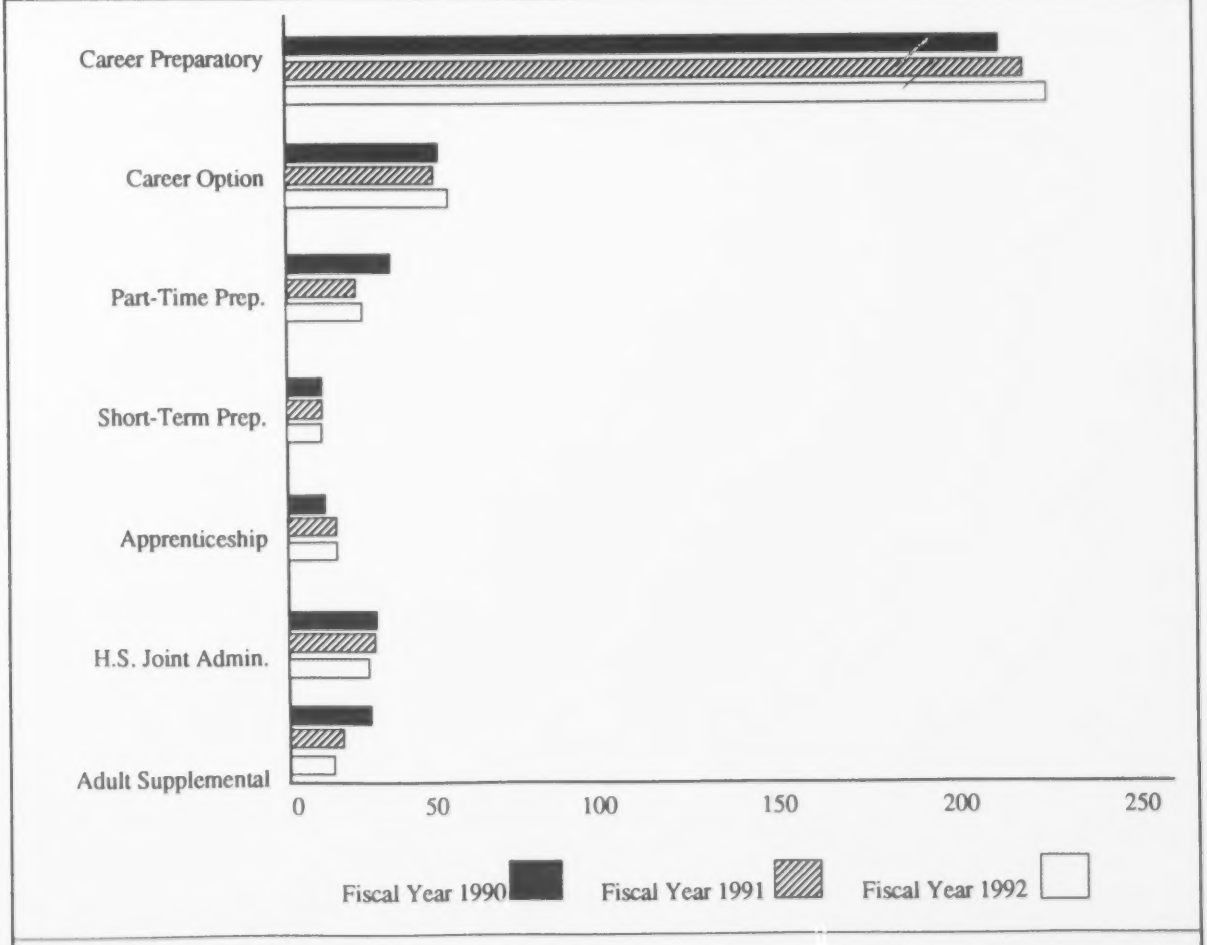
Programs

Community College Programs

There is a broad range of programs offered across the state. Some are offered at most community colleges, while other, highly specialized programs may be available on only one or two campuses. In fiscal year 1992, 345 different programs were offered by Iowa's community colleges. Adding the multiple locations for many programs, a total of 949 different program offerings were available. All of arts and sciences is considered to be one program, and this category is not included in Figure 18.

Figure 18

INSTRUCTIONAL PROGRAMS OFFERED



Source: Iowa Department of Education

Finance

The primary funding sources for community colleges are state appropriations, local property taxes and student tuition and fees. State aid is generated through a contact hour formula. Contact hours are the actual time students spend in classes. (Table 63)

Table 63

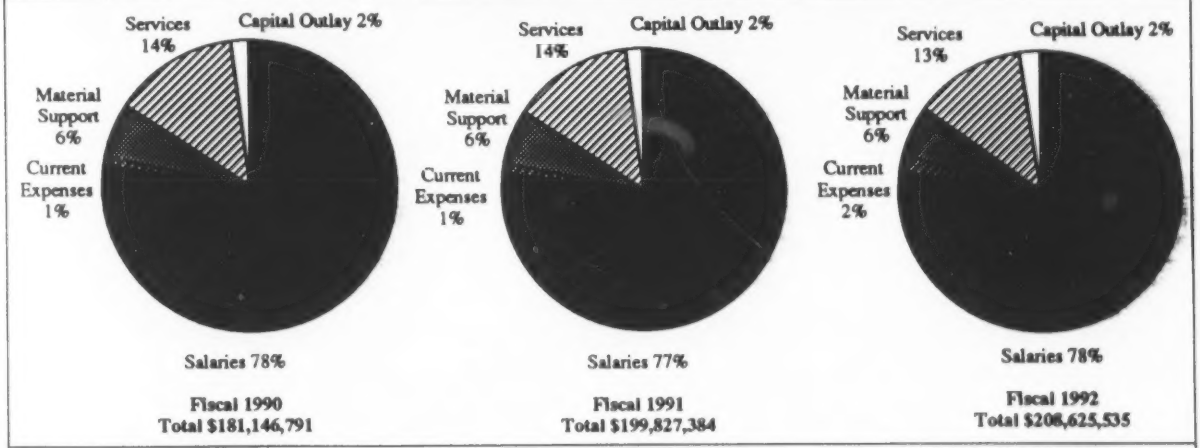
REVENUES AND EXPENDITURES FISCAL YEARS 1990-1992

	Fiscal Year 1990		Fiscal Year 1991		Fiscal Year 1992	
	Amount	%	Amount	%	Amount	%
Revenue Sources						
Student Fees	$5,898,086	3.2	$6,446,395	3.2	$6,799,497	3.2
Tuition	53,185,221	29.2	57,983,742	28.9	64,668,675	30.7
Local Support	15,226,830	8.4	15,059,203	7.5	15,077,411	7.2
State Aid	89,844,229	49.3	103,083,623	51.4	107,036,541	50.8
Federal Aid	9,647,666	5.3	10,013,803	5.0	10,129,910	4.8
Sales and Service	2,468,965	1.4	1,985,119	1.0	1,745,510	0.8
Other Income	6,054,283	3.3	5,866,744	2.9	5,104,088	2.4
Grand Total Revenue	**$182,325,280**	**100.0**	**$200,438,628**	**100.0**	**$210,561,631**	**100.0**
Expenditures by Function						
Liberal Arts and Sciences	$33,404,999	18.4	$36,815,575	18.4	$40,412,215	19.4
Vocational-Technical	61,614,324	34.0	66,606,797	33.3	64,240,517	30.8
Adult Education	21,168,518	11.7	24,549,787	12.3	26,576,753	12.7
Cooperative Services	3,037,048	1.7	3,734,755	1.9	5,096,171	2.4
Administration	10,249,624	5.7	11,045,051	5.5	11,536,469	5.5
Student Services	13,084,284	7.2	14,269,522	7.1	15,695,745	7.5
Learning Resources	6,352,841	3.5	6,993,875	3.5	7,271,249	3.5
Physical Plant	16,470,321	9.1	18,581,900	9.3	18,991,133	9.1
General Institution	15,767,829	8.7	17,230,124	8.6	18,805,286	9.0
Total Disbursements	**$181,149,788**	**100.0**	**$199,827,386**	**100.0**	**$208,625,538**	**100.0**

Source: Iowa Department of Education

Figure 19

EXPENDITURES BY CATEGORY



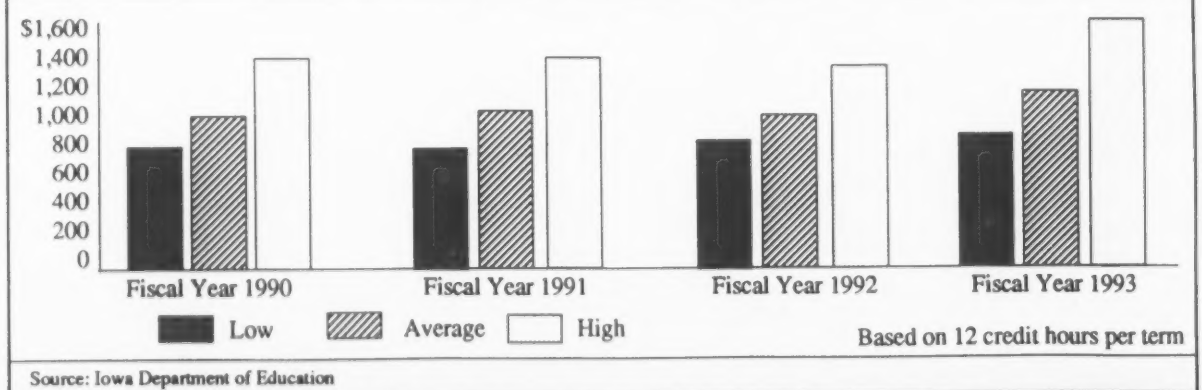
Source: Iowa Department of Education

Tuition

Tuition charges at Iowa's community colleges have increased an average of 5.1 percent per year over the past three years. While colleges are attempting to keep tuition low, in times when resources are not increasing at the same rate as expenses, tuition increases may be the only option a college has to maintain revenue levels.

Figure 20

IOWA RESIDENT TUITION PER YEAR



Source: Iowa Department of Education

Financial Aid

The following tables show the number of awards for financial aid received by Iowa community college students. The number of students enrolled in credit programs for those years is also shown for comparison. Some students received more than one award.

Table 64

FINANCIAL AID AWARDED TO COMMUNITY COLLEGE STUDENTS

	Fiscal Year 1988		Fiscal Year 1989		Fiscal Year 1990	
	Number of Awards	Dollars Awarded	Number of Awards	Dollars Awarded	Number of Awards	Dollars Awarded
Non-repayable Aid*	30,753	$26,458,713	33,712	$31,565,420	37,171	$34,702,983
Loans	13,259	$21,852,245	13,911	$22,806,758	14,346	$27,015,427
Employment**	4,038	$2,023,578	3,819	$2,404,168	4,391	$2,683,218
Total	48,050	$50,334,536	51,442	$56,776,346	55,908	$64,401,628
Students	44,938		47,374		49,726	

* Non-repayable aid includes grants and scholarships.
**Employment includes work-study programs.
Note: Data is not yet available for fiscal year 1991 (1990-91 school year) and fiscal year 1992 (1991-92 school year).
Source: Iowa College Student Aid Commission